President Clinton begins a weeklong trip to Europe (May 30-31). (AEF)

ED 442 457 IR 020 040

Wang, Minjuan; Laffey, Jim; Wangemann, Paul; Harris, Carl; Tupper, Tom
How Do Youth and Mentors Experience Project-Based Learning in the Internet-Based Shared Environment for Expeditions (iExpeditions).
PUB DATE- 00
NOTE- 12p.; Paper presented at the Annual Meeting of the American Education Research Association (AERA) (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Computer Uses in Education; *Cooperative Learning; Educational Technology; Mentors; *Problem Solving; Qualitative Research; Student Experience; *Student Projects; Teaching Methods; *Teamwork; World Wide Web
IDENTIFIERS- Brigham Young University UT; *Collaborative Learning; Learning Communities; *Learning Environments; Motorola Inc; University of Missouri Columbia

The Internet-Based Shared Environment for Expeditions (iExpeditions) is both a development effort of the Center for Technology Innovations in Education, University of Missouri, Columbia, and a research project conducted in partnership with Motorola, Inc. and a researcher at Brigham Young University (Utah). The project seeks to develop and understand the use of computer-supported collaborative learning (CSCL) technologies for supporting distributed learning communities via the World Wide Web. In the expedition examined, participants were challenged to come up with solutions on how to design, develop, and market wireless communication for cars, providing drivers with personalized information, messaging, entertainment, and location-specific travel and security services. Participants conducted their activities through a Web site providing a coordinated set of CSCL tools facilitating communication, information access, collaboration, and knowledge representation. Participants were 45 youth (children of Motorola employees) from 13 to 17 years old. Research questions addressed the learning experiences of participants, the teaching experiences of online mentors, and the function of the CSCL tools. Data were collected through online non-participant observation, electronic surveys, questionnaires, interviews, chat room observation, transcripts of forum entries, and project artifacts collection. Results show that substantial associations exist among youths' attributions, interest and participation, and team functioning. Contains 21 references. (MES)

ED 442 458 IR 020 041

Gathercoal, Paul
Technological Literacy and Its Effects on First-Year Liberal Studies College Students.
PUB DATE- 99
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (AERA) (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

Assessment; Educational Finance; Educational Objectives; *Educational Trends; Institutional Mission; Resource Allocation; *Strategic Planning; Two Year Colleges
IDENTIFIERS- *Prince Georges Community College MD

This document presents Prince George's Community College's (PGCC) institutional accountability report. It summarizes the following: (1) the college's mission, aspirational goals, significant trends in academics, demographics, and finance; (2) institutional assessment of instructional budget, African American full-time faculty, and students in good academic standing; (3) accountability indicators, which are included in spreadsheet format in this report's appendix; (4) funding issues such as a review of five-year trends in revenues, reallocation of funds, and cost containment; and (5) the college's five strategic initiatives, which include student success, economic development, community outreach, technology, and professional development. Some of the trends are outlined below. The largest growing fields of interest for students at PGCC are areas related to technology and technical training. Another fast growing trend is the growth of distance and on-line learning. The number of remedial students served by the college continues to grow. PGCC enrolls an ever-increasing number of minority students. A review of the trends in revenue over a six-year period shows a decline in the proportion of the budget contributed by the county. The Maryland Higher Education Commission asked that PGCC account for a decline in the percent of restricted budget allocation to instruction, from the academic year 1994-95 to the year 1995-96. The percent of African-Americans on the full-time faculty has remained relatively stable. It is clear that the success rate of African American students has increased over time. (VWC)

ED 442 478   JC 000 400

Indiana Postsecondary Education Financing Study, 1994-95. "How Students Pay."
PUB DATE- 96
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Finance; Higher Education; Parent Financial Contribution; *Paying for College; Scholarship Funds; State Colleges; *Student Costs; *Student Financial Aid; Student Loan Programs
IDENTIFIERS- *Indiana

This 1994-95 Postsecondary Education Financing Study, better known as the "How Students Pay" study, is the latest in an ongoing series of efforts to learn more about students attending Indiana colleges who are served by federal, state, and institutional/private financial aid programs. The study begins with a description of student costs and then describes five types of financial resources available to students to help them meet those costs. The five resources are parent contribution, student contribution, grant programs, loan programs, and work programs. Special attention is given to the way that each resource is distributed among students. Total resources (that is, all five types of resources, combined) are then compared to total cost, and the shortfall between total resources and total cost is noted. Finally, a special analysis provides a progress report on one of the Indiana State Commission for Higher Education's state-level performance objectives. Under this performance objective, the Commission students were more likely than older students to have higher academic aspirations. High school experiences such as years of mathematics, foreign language, and biological science, high self-ratings of academic ability, drive to achieve, and intellectual self-confidence were significant variables. (Contains 34 references.) (JA)

ED 442 498 JC 000 422

Levin, John S.
The Revised Institution: The Community College Mission at the End of the 20th Century.
PUB DATE- 00
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, AL, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Community Colleges; *Economic Change; Educational Philosophy; Educational Planning; Foreign Countries; *Institutional Mission; Institutional Role; *Long Range Planning; *Organizational Change; Social Change; Two Year Colleges; *Vocational Education
IDENTIFIERS- Canada; United States

This study examines the changed and changing mission of community colleges in the 1990s in the United States and Canada. By narrowing the focus to the geographical area of the Pacific/Western region, the study seeks to identify the development of international cultural connections consistent with the region and to explain how the globalization process affected college behaviors. Seven colleges were visited twice by a team of researchers over a two-year period. Interviews were conducted with key personnel. The researchers found that in the 1990s, community college leaders embraced a liberal technological philosophy of education, which assumes that education is instrumental and that the technology is part of a global economy where advanced education is best oriented to skills development and marketplace relevance. As a result, the mission of the community college became oriented to economic concerns and to the requirements of the private sector. The new vocationalism in the community college mission addressed the needs of the middle class and the engines of the economy. The institutions' mission also encompassed the acquisition of resources and the prudent ministering of their own financial resources. Colleges also gave considerable attention to multiculturalism and diversity, as reflected in hiring practices, curricula, and extra-curricular activities. (Contains 30 endnotes.) (JA)

ED 442 499 JC 000 423

Williams, Gornie T., Jr.
Creating Win-Win Capstone Projects.
PUB DATE- 99
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; *Experiential Learning; Partnerships in Education; *Skill Development; *Student

Palmer, James C.
Instructional Faculty and Staff in Public 2-year Colleges. Statistical Analysis Report. 1993 National Study of Postsecondary Faculty (NSOPF:93).
PUB DATE- 00
NOTE- 145p.; Project officer was Linda J. Zimbler.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; *Community Colleges; Educational Research; Intellectual Disciplines; *Public Colleges; Tables (Data); *Teacher Characteristics; *Teaching Experience; Teaching Methods; Two Year Colleges
IDENTIFIERS- *National Study of Postsecondary Faculty

Drawing on data from the 1993 National Study of Postsecondary Fuculty, this analysis sought to differentiate instructional faculty and staff at public two-year colleges by age (under 35 vs. 55-64) and by years of experience in the current job (under 10 years vs. 20 or more years). The report examines differences by primary teaching field, comparing respondents in seven areas: business, law, and communications; health sciences; humanities; natural sciences and engineering; social sciences and education; vocational training; and all other areas. There were two major differences between younger and older instructional faculty and staff: (1) the two groups represent individuals who are at different stages of their careers and (2) their employment histories differed. Some of the differences between those who have held their current jobs for less than 10 years and those who have held their jobs for 20 or more years mirror the differences between younger and older colleagues. Comparisons by primary teaching field suggest the presence of disciplinary subcultures within the community college professorate. The discipline appears to have a clear relationship with instruction, especially in terms of literacy (as reflected in the assignment of term papers or the use of written examinations) and student involvement in classroom instruction (as reflected in the use of teacher lectures). (Contains 16 references.) (VWC)

ED 442 519 JC 000 449

Bates, A. W.; Mingle, James R.
The Role of the Indiana Commission for Higher Education in Promoting Effective Use of Information Technology Resources: A Report Prepared for the Indiana Commission for Higher Education.
PUB DATE- 98
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Distance Education; *Educational Policy; *Educational Technology; *Higher Education; *Information Technology; Instructional Effectiveness; *Statewide Planning
IDENTIFIERS- *Indiana

This report presents the findings of two independent consultants' examinations of the Indiana Commission for Higher Education's role in guiding and promoting effective use of information technology. The report contains a summary of 10 recommendations and the April 1998 report submitted to the Commission. Two critical issues were examined: (1) academic policy of the Commission as it relates to statewide distance education; and (2) policy development for funding technology. Recommendations area are appended.) (JPB)

ED 442 538 PS 027 164

Keeping Peace at Home: Parenting Skills That Work. Parent & Child Videos. Videotape .
PUB DATE- 98
NOTE- 0p.; For other documents in series, see ED 430 664 and ED 441 578.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Non-print Media (100)
DESCRIPTORS- Behavior Change; Behavior Problems; Change Strategies; Child Rearing; Conflict; *Conflict Resolution; Family Environment; *Parent Child Relationship; Parent Education; *Sibling Relationship; Videotape Recordings; Workshops

While conflict is a normal part of family life, there are ways to head off fights before they begin or peaceably resolve those conflicts parents cannot stop. This videotape-based parent workshop program builds from realistic scenarios of parent/child and sibling conflicts to present parents with the tools they need to help change the household environment. The 38-minute videotape, featuring award-winning parenting authors Adele Faber and Elaine Mazlish, uses "before" and "after" vignettes to illustrate steps for circumventing or resolving family conflicts. These steps are: (1) respecting feelings by listening and giving feelings a name; (2) managing anger, including avoiding the accusative "you," using self talk, and calming down; (3) communicating, featuring the top 10 ways to provoke conflict and the top 10 ways to engage cooperation, and how to get the facts of a situation before responding; and (4) problem solving--listening, expressing feelings, defining the problem, brainstorming solutions, and evaluating ideas and choosing ones that will work. Problem-solving strategies are shown in the context of a family meeting. The video concludes by noting that no strategy works 100 percent of the time, but that even small changes can make a big difference in the home atmosphere and how parents interact with children. Print materials accompanying the program video include a description of the program and its learning objectives, a script of the video, and reproducible hand-outs for parents and for children to use at home. (Contains 17 references.) (HTH)

ED 442 539 PS 027 748

Blake, Rebecca; Fairfield, Scott; Paxson, Lynne
Improving Student Motivation through the Use of Cooperative Learning and Multiple Intelligences.
PUB DATE- 99
NOTE- 67p.; Master of Arts Action Research Project, Saint Xavier University and Skylight Professional Development.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Academic Achievement; Action Research; Behavior Change; Behavior Problems; Change Strategies; Classroom Techniques; Conflict Resolution; *Cooperative Learning; Elementary School Students; Elementary Secondary Education; High School Students; Interpersonal Competence; Middle School

Relationship Quality; Triplets

Although the rate of multiple births has skyrocketed, many parents of twins and triplets find that they are struggling on their own to cope with the emotional, psychological, and financial pressures of parenting more than one baby. This book is a survival guide for parents of multiples, containing a compendium of tips and techniques collected from parents of multiple births across the country. The chapters are: (1) "Congratulations, and Fasten Your Seat Belt!" focusing on pregnancy; (2) "'Time To Feather Your Nest'--A Guide to What You Will Need"; (3) "'Will They Ever Sleep through the Night?'--The First Six Months," addressing sleeping, feeding, colic, and finding help; (4) "'Life Will Never Be the Same!'--Your New Lifestyle," concerning parent adjustment; (5) "'Are They Natural?'," on responding to personal questions; (6) "'Bringing Home the Bacon'--Financial Issues"; (7) "'Who Are All These Little People?'--The Second and Third Years," focusing on teaching social skills, discipline, and toilet training; (8) "'The Instant Family Doesn't Come with Instructions'--Making It Work and Building Quality Relationships"; (9) "'Can We Come Too?'--Around Town or Around the World--Traveling with Multiples"; (10) "'Another Year Already?'--Birthdays and Holidays"; (11) "'Quick, Give Me an Idea, FAST!'," including tips regarding shopping and cleaning up; (12) "'It's Gonna Take More Than Sit-Ups'--Tummy Tucks," concerning plastic surgery; (13) "'I Miss the Kids Already and They're Only Sleeping'," containing parents' reflections on their children's growth; and (14) "Where To Turn for Information and Support." (KB)

ED 442 558 PS 028 628

Waugh, Lyndon D.
Tired of Yelling: Teaching Our Children To Resolve Conflict.
PUB DATE- 99
NOTE- 277p.; Produced with Letitia Sweitzer.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adolescents; Brainstorming; Child Behavior; *Child Rearing; *Children; *Conflict Resolution; Decision Making; Discipline; Emotional Development; Emotional Experience; Motivation; *Parent Child Relationship; Resistance (Psychology)

One of the most important components of child rearing is to help children develop attitudes and skills that allow them to manage anger well and find solutions to conflict. This book presents a 15-step model showing parents how to teach their children they can resolve conflicts successfully by assessing their emotion and gauging its intensity, being angry while behaving well, listening actively, admitting fault, brainstorming solutions, and making acceptable decisions. Also discussed are strategies for overcoming children's resistance as well as motivation, defensiveness, and discipline. Chapter 1 presents the 15-step model for conflict resolution in 3 parts: (1) thinking steps; (2) talk/listen steps; and (3) solving steps. Chapter 2 presents some general principles and techniques for teaching children of any age. Chapter 3 addresses some special obstacles to tackle before teaching conflict resolution, including defensiveness, noncompliance, and adult reluctance. Chapters 4 through 7 present suggestions for teaching conflict resolution skills with age-appropriate language to four age groups: infants through preschoolers, elementary-school-age children,

ED 442 576 PS 028 668

Linden, Jennie
Too Safe for Their Own Good? Helping Children Learn about Risk and Lifeskills.
PUB DATE- 99
NOTE- 75p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accidents; Caregiver Child Relationship; *Child Safety; Early Childhood Education; Foreign Countries; Parent Teacher Cooperation; Personal Autonomy; Play; *Risk; *Risk Management; *Safety; Self Care Skills; Self Evaluation (Groups); Teacher Student Relationship; Travel; *Young Children
IDENTIFIERS- Risk Assessment; *Risk Reduction; Risk Taking Behavior

Because young children have a limited understanding of risks that surround them, many adults try to create a risk-free environment for them. Suggesting that this strategy may leave children without the skills to manage risk and may make it difficult for them to judge situations for themselves, this book provides a practical guide showing adults how they can share their skills with young children and teach them about safety in a caring, supervised environment. Chapter 1 discusses the use of risk assessment in early childhood settings. Chapter 2 examines what and how children learn about safety from birth to age 8 years. Chapter 3 discusses how adults can deal with accidents in a way that will support children's learning, focusing on a problem-solving approach and providing emotional support, while chapter 4 provides strategies adults can use to share their experience with children, including coaching and sharing skills. Chapter 5 details the opportunities for learning self-care and caring skills in early childhood settings, including hygiene, basic first aid, and fire and heat. Chapter 6 deals with ways of providing balance between safety and a decent challenge in physical play. Chapter 7 discusses the use of tools in early childhood activities such as crafts and gardening and ways to increase children's ability to take responsibility. Chapter 8 examines child safety during travel and their increasing ability for independent travel. Chapter 9 discusses sharing responsibility with parents regarding children's safety. Chapter 10 presents staff activities for ensuring safe, enjoyable play. (KB)

ED 442 577 PS 028 669

Wolf, Mary L.; Reichardt, Veronica
Crosswalk Connection: A Parent's Guide to Bridging the Gap between Home and School.
PUB DATE- 00
NOTE- 186p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Achievement; Cognitive Style; Elementary Secondary Education; Family Environment; *Family School Relationship; Multiple Intelligences; Parent Education; *Parent

Successful School-to-Work (STW) practices and implementation needs were examined in New York's 401 rural school districts. A short survey was completed by administrators in 128 districts. Preliminary findings from the survey were discussed at four community roundtables attended by 95 representatives of rural school districts and their partners. A nomination form was distributed widely to identify promising practices, and site visits were conducted in four nominated districts. The findings are presented around the following themes: (1) greater emphasis was on STW issues among administrators than among parents, teachers, or the business community; (2) great disparities existed among rural schools in the involvement of teachers and parents in STW activities; (3) the need for increased involvement of businesses and employers was apparent; (4) most rural schools were only in the planning or early stages of implementation; (5) there was limited information on model programs; (6) problems involving long distances to business sites and lack of student transportation existed; and (7) there were needs for targeted STW funding at the district level and for state support and legislation recognizing the distinct challenges of rural districts. Promising practices are described in each of these areas, and recommendations are listed based on the same themes. Two approaches are outlined for providing technical assistance to rural STW programs. (SV)

ED 442 595   RC 022 429

Guidelines for Respecting Cultural Knowledge. Adopted by Assembly of Alaska Native Educators (Anchorage, Alaska, February 1, 2000).

PUB DATE- 00

NOTE- 8p.; For the Alaska Standards for Culturally Responsive Schools, see ED 425 035. Guidelines sponsored by: Alaska Federation of Natives, Alaska Rural Systemic Initiative, Alaska Rural Challenge, Center for Cross-Cultural Studies, Alaska Native Knowledge Network, Alaska Department of Education, Cuilistet Research Association, Association of Interior Native Educators, Southeast Native Educators Association, North Slope Inupiaq Educators Association, Association of Native Educators of the Lower Kuskokwim, Association of Northwest Native Educators, Native Educators of the Alutiiq Region, Association of Unangan Educators, Alaska Native Education Student Association, Alaska Native Education Council, 1

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Alaska Natives; American Indian Culture; *Cultural Education; *Culturally Relevant Education; Curriculum Development; Elementary Secondary Education; Intellectual Property; *State Standards

IDENTIFIERS- *Alaska; *Cultural Sensitivity; Indigenous Knowledge Systems; Place Based Education

Guidelines are presented that address issues in the documentation, representation, and utilization of Alaska Natives' traditional cultural knowledge. This guidance is intended to encourage the incorporation of indigenous knowledge and teaching practices in schools by minimizing the potential for misuse and misunderstanding. The guidelines provide assistance to school personnel seeking to apply the Alaska standards for culturally responsive schools in their work. Native educators throughout the state contributed to the and having the opportunity to explain their thinking. (SV)

ED 442 613   RC 022 522

Zuk, Bill; Dalton, Robert
Humour and Cultural Perspectives.
PUB DATE- 99
NOTE- 11p.; In: Connections '98. Proceedings of a Faculty Conference (4th, Victoria, British Columbia, Canada, May 1998); see RC 022 520.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Alaska Natives; *American Indian Culture; American Indians; *Art Expression; Canada Natives; Cultural Awareness; Cultural Influences; Foreign Countries; *Humor; Multicultural Education; *Visual Arts
IDENTIFIERS- *Native Americans

Approximately 5,000 works by Native artists across North America were examined to identify images that appeared to contain elements of humor. Several distinctive categories of humor in Native art were revealed: (1) whimsy (a sense of sheer fun or spontaneous amusement); (2) satire, ranging from gentle teasing to biting ridicule; (3) themes involving tricksters or fools; and (4) parody, which may be used to expose racial bias or insensitivity. In indigenous Arctic societies, climatic conditions are harsh, and humor makes life more bearable and eventful. Examples are given of whimsical humor in works by Arctic artists. Examples of satirical humor draw on chance connections across languages and cultures, poke fun at anthropologists, and use dark humor to illuminate painful incidents in Native history. Examples of narrative trickery and foolery include portrayals of Raven in Northwest Coast art and of the endlessly adaptable Coyote in the U.S. Southwest. Parody is used in examples of performance art to deal with cultural and racial stereotypes. Further research may focus on the cultural and social aspects of Native art styles. Humor is an effective means for marginalized groups to educate others, raising awareness of their perspectives on important issues via memorable and persuasive artwork. Art is vital to multicultural education, and humorous art can help students to enjoy and understand cultures different from their own. (Contains 22 references.) (SV)

ED 442 614   RC 022 523

Gibbons, Sandra L., Ed.; Liedtke, Werner W., Ed.
Connections '99. Proceedings of a Faculty Conference (5th, Victoria, British Columbia, Canada, May 1999).
PUB DATE- 99
NOTE- 103p.; For selected individual papers, see RC 022 524-525.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Educational Research; Elementary Secondary Education; Foreign Countries; Higher Education; *Preservice Teacher Education
IDENTIFIERS- British Columbia

This proceedings contains 13 papers from the 1999 annual conference of the Faculty of Education, University of Victoria (British Columbia). The papers are: (1) "Sacred and the Profane in Advertising Art" (Bill Zuk, Robert Dalton); (2) "Finding the Fund$ in Fun Run: Evaluating the Effectiveness and Efficiency samples of districts, SAHE grantees (i.e., the institutions of higher education and nonprofit organizations supported through the SAHE component of the program), and teachers, as well as on data from 10 in-depth case studies in 5 states. Contains 35 references. (Author/WRM)

ED 442 634 SE 063 568

Garet, Michael S.; Birman, Beatrice F.; Porter, Andrew C.; Desimone, Laura; Herman, Rebecca
Designing Effective Professional Development: Lessons from the Eisenhower Program and Technical Appendices.
SPONS. AGENCY- Department of Education, Washington, DC. Office of the Under Secretary.
PUB DATE- 99
NOTE- 532p.; With Kwang Suk Yoon. For Executive Summary, see SE 063 567.
LANGUAGE- English
EDRS Price- MF02/PC22 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Standards; Educational Change; Elementary Secondary Education; *Faculty Development; *Knowledge Base for Teaching; Mathematics Education; *Program Evaluation; Science Education; *Teacher Education; Teacher Effectiveness
IDENTIFIERS- *Dwight D Eisenhower Math and Science Educ Program

The professional development of teachers is a crucial element of the nation's efforts to improve education. In recent years, these efforts have sought to foster high standards for teaching and learning for all of the nation's children, and almost all states have met federal requirements for developing challenging statewide content standards. Such standards seek a fundamental shift in what students learn. However, children's learning will be transformed only if high standards are reflected in teachers' classroom practice. Education reforms will not succeed without teachers who are immersed in the subjects they teach and who know how to foster both basic knowledge and advanced thinking and problem solving among their students. The Eisenhower Professional Development Program, Title II of the Elementary and Secondary Education Act (ESEA), is the federal government's largest investment that is solely focused on developing the knowledge and skills of classroom teachers. This is the second report of the National Evaluation of the Eisenhower Professional Development Program, Part B (State and Local Activities), a multi-year evaluation being conducted by the American Institutes for Research (AIR) under a contract with the U.S. Department of Education's Planning and Evaluation Service. The first report was based on six exploratory case studies of school districts conducted during the first months of the evaluation. This second report describes the current status of the program, based primarily on data from national probability samples of districts, SAHE grantees (i.e., the institutions of higher education and nonprofit organizations supported through the SAHE component of the program), and teachers, as well as on data from 10 in-depth case studies in 5 states. Contains 140 references. (Author/WRM)

ED 442 635 SE 063 580

Fishman, Barry; Best, Steven; Foster, Jacob; Marx, Ron
Fostering Teacher Learning in Systemic Reform: A Design Proposal for Developing Professional Development.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 00
NOTE- 17p.; Paper presented at the Annual Meeting of the National

ED 442 662 SE 063 788

Weinburgh, Molly H.
Gender, Ethnicity, and Grade Level as Predictors of Middle School Students' Attitudes toward Science.
PUB DATE- 00
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Achievement; Ethnicity; Females; Inquiry; Learning Processes; Males; *Middle School Students; Middle Schools; Motivation; *Science Education; *Sex Differences; *Student Attitudes

This paper indicates the increasing interest and importance of research on the effects of attitudes toward learning, and examines the differences in attitudes by gender, ethnicity, and grade level among middle school students toward science. It was concluded that sex differences provide a constant influence on attitudes toward science, and that ethnicity affects student choices in the courses of biology, chemistry, and physics. The awareness of teachers about their students' attitudes toward science can help them in developing programs and curriculum designs to better aid these students. (Contains 22 references.) (YDS)

ED 442 663 SE 063 792

Schwartz, Renee S.; Abd-El-Khalick, Fouad; Lederman, Norman G.
An Exploratory Study of the "Effectiveness" of Elementary Science Specialists.
PUB DATE- 99
NOTE- 36p.; Paper presented at the Annual Meeting of the Association for the Education of Teachers in Science (Austin, TX, January 14-17, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Change; Elementary Education; *Elementary School Science; Elementary School Teachers; *Science Instruction; *Science Teachers; *Specialists; Teaching Methods

This study attempted to assess the effectiveness of a science program implemented by two elementary science specialists in a school district in a Western state. The study aimed to compare the potential of elementary classroom teachers and elementary science specialists to implement the reform vision for elementary science education in grades 4-6. The study was exploratory and qualitative in nature. Two science specialists and all 23 elementary classroom teachers for grades 4-6 from the specialists' district participated in the study. It is suggested that elementary science specialists may be more effective than regular classroom teachers in implementing the reform vision for elementary science education. (Contains 24 references.) (ASK)

ED 442 664 SE 063 793

Desouza, Josephine M. Shireen
Early Childhood Science: Adopting the Reggio Emilia Approach.
PUB DATE- 99
NOTE- 10p.

DESCRIPTORS- *Academic Standards; Career Development; *Competency Based Education; Education Work Relationship; Elementary Secondary Education; *History Instruction; Learning Activities; *State Standards; Student Educational Objectives; *Student Evaluation
IDENTIFIERS- *Colorado; *Contextual Learning

This handbook, intended for K-12 teachers in Colorado, is a tool to help educators weave academic content standards, assessments, and career development methods into an integrated and comprehensive educational strategy that prepares all students to meet their future goals. The examples contained in the handbook were created to provide a vision of how teachers can deliver instruction in ways that help students reach high academic standards in history, develop effective work habits, and gain career knowledge. Standards in the handbook reflect a "thinking" curriculum that requires students to know basic skills, to communicate effectively to solve problems, and to understand and apply academic principles and tools. They define a set of skills and knowledge that will prepare Colorado students for employment, citizenship, and life-long learning in the new century. The handbook presents explanatory material such as an introduction; a list of workplace competencies divided into communication skills, organizational skills, thinking skills, worker qualities, and technology skills; and "Opportunities for Success" that offers guidelines for educators to help special student populations to meet academic content standards. The history handbook is divided into three broad sections: (1) Grades K-4; (2) Grades 5-8; and (3) Grades 9-12. Each of the six standards in each of the three sections lists an Integration Matrix and a Classroom Activity. A Sample Rubric (an assessment rubric) follows the three sections. A list of school-to-career regional resource centers concludes the handbook. (BT)

ED 442 686 SO 031 425

Karol, Michele
An Inclusive Examination of the Mexican-American War. Fulbright Hays Summer Seminars Abroad Program, 1999 (Mexico).
SPONS. AGENCY- Center for International Education (ED), Washington, DC.
PUB DATE- 99
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annotated Bibliographies; Curriculum Development; Curriculum Enrichment; Foreign Countries; International Relations; *Latin American History; Secondary Education; Social Studies; *United States History
IDENTIFIERS- *Mexican History; *Mexican War; Westward Movement (United States)

The Mexican American War is frequently a footnote in the study of U.S. expansion. The conflict is often portrayed solely from the U.S. perspective. This paper suggests that supplementing a U.S. history curriculum with an inclusive look at this conflict teaches students about the complexity of the relationship between the United States and Mexico. The paper argues for a thorough study of the war and offers teachers some resources for shaping a unit on the conflict. Noting that it can be challenging for teachers to locate enough materials to create a unit, the paper provides an annotated bibliography to introduce the diverse resources that exist on the topic; in the

IDENTIFIERS- *Philippines

In this high school U.S. government and U.S. history curriculum unit, students examine in depth the annexation of the Philippines. Detailed activities are provided to teach students about U.S. foreign policy, the growth of the United States as a world power, and expansion and colonization in the Pacific Ocean. The materials include informational handouts for students, background information for teachers, lesson ideas and outlines, black line masters, rubrics, application to civics and history standards, and primary source documents, including correspondence and diaries of key figures in the annexation of the Philippines, newspaper articles, and state department documents. (RJC)

ED 442 709 SO 031 830

Miles, Michael; Schuster, Heidi
Teaching American Diplomacy Using Primary Sources. The Expansion of NATO.
SPONS. AGENCY- Una Chapman Cox Foundation, Corpus Christi, TX.
PUB DATE- 00
NOTE- 150p.; Series edited by Linda Bongiorno. Documents collected and edited by Karen Volker.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Historical Materials (060)
DESCRIPTORS- Civics; Constitutional History; Constitutional Law; Diplomatic History; Foreign Countries; *Foreign Policy; Government (Administrative Body); High Schools; *International Relations; National Defense; *National Security; Political Science; Presidents of the United States; *Primary Sources; Social Studies; Teaching Guides; *United States History
IDENTIFIERS- Europe; *North Atlantic Treaty Organization

In this high school U.S. government and U.S. history curriculum unit, students examine in depth the expansion of the North Atlantic Treaty Organization (NATO). Detailed activities are provided to teach students about the origins of NATO, its impact on U.S. foreign policy, and its future directions, particularly the enlargement of NATO in the post-Cold War world. The materials include informational handouts for students, background information for teachers, lesson ideas and outlines, black line masters, rubrics, application to civics and history standards, and primary source documents, including the correspondence of key figures in the history and development of NATO, newspaper articles, and transcripts of Congressional testimony. (RJC)

ED 442 710 SO 031 831

Smardz, Karolyn, Ed.; Smith, Shelley J., Ed.
The Archaeology Education Handbook: Sharing the Past with Kids.
SPONS. AGENCY- Society for American Archaeology, Washington, DC.
PUB DATE- 00
NOTE- 446p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Ancient History; Anthropology; *Archaeology; Cross

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Blacks; *Built Environment; *Chaos Theory; Creative Writing; Data Collection; Doctoral Dissertations; *Females; *Feminism; Popular Education; *Research Methodology; Social Science Research; *Urban Environment; Workshops

This paper is a brief account and argument for using Built Environment Education Workshops (BEEWs) as a data collection method. The research is based on women of African descent and the connections among their social practices, the spaces that generate them and are generated by them, and the language they use to mediate and/or negotiate those spaces. Feminist popular education models and other relevant feminist perspectives are used to design the BEEWs. The paper notes that the research process and product are "real" and "imagined" effects of chaos theory. Chaos theory has been and will continue to be used as both metaphor and process to capture the dynamic amorphous layered reality of the city's postmodern, geohistoric condition, the "place" of women of African descent within it, the role that building industry professionals play in defining the spaces in which these women live, the empowering possibilities of utilizing popular education to enable critical understanding of spatial politics, the varied critical theoretical frameworks used to illuminate and define the phenomenon, the foregrounding of a peculiar standpoint within this research agenda, the methods used to develop this standpoint and to gather research data, and lastly, the actual way that the final dissertation research results will be presented. The paper uses June Jordan's poetry to move the reader through the academic discourse. This use of both creative writing and academic discourse is an example of the layering effects of chaos theory, in which similar themes can be read in both texts. (Contains 14 notes and 48 references. Appendixes include a BEEW summary and motivational images.) (Author/BT)

ED 442 728 SO 031 893

Carlin, Erin; Kennedy, Colleen M.
The Ulster Project Curriculum Guidebook.
PUB DATE- 00
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Citizenship Education; *Cultural Context; Curriculum Enrichment; Foreign Countries; *Intercultural Communication; *Leadership; *Social Problems; Social Studies; *Thematic Approach
IDENTIFIERS- *Northern Ireland

Northern Ireland has many societal needs requiring attention. The Ulster Project seeks to identify and address those needs while encouraging social progress directed toward maintaining positive social relationships among Northern Ireland's religious and cultural groups. By emphasizing counselor leadership within the framswork of a critical curriculum, the Ulster Project hopes to provide Northern Ireland's youth with a sufficient social foundation to build and organize a more harmonious belief system that empowers the youth to make the

LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Standards; *Educational Change; Educational Finance; *Educational Improvement; *Educational Quality; Elementary Secondary Education; *Faculty Development; Higher Education; Inservice Teacher Education; Knowledge Base for Teaching; Mentors; National Standards; Preservice Teacher Education; State Standards; Teacher Certification; *Teacher Competencies; Teacher Evaluation; Teacher Qualifications; Teacher Recruitment; Teaching Skills
IDENTIFIERS- Oklahoma

This booklet provides an overview of Oklahoma's educational policy, highlighting historical efforts, current initiatives, future plans, and existing challenges to educational reform. It begins with a brief description of the demographics, economic status, and educational system of the state. A narrative is then provided that is organized around five major recommendations of the National Commission on Teaching and America's Future. Finally, the booklet describes challenges and needs of the future as a way of considering the priority issues impacting Oklahoma's educational reform. The five chapters are: (1) "Get Serious about Standards for Both Students and Teachers"; (2) "Reinvent Teacher Preparation and Professional Development"; (3) "Overhaul Teacher Recruitment and Put Qualified Teachers in Every Classroom"; (4) "Encourage and Reward Knowledge and Skill"; and (5) "Create Schools that are Organized for Student and Teacher Success." Eight appendixes examine the history of education reforms since 1980, ITBS national percentage ranks/core curriculum test results, OSRHE external review recommendations; general competencies for teacher licensure and certification, general competencies for professional development, reciprocity agreement, district revenue and faculty salary data, and Oklahoma subject area tests. A separately published summary is included. (Contains 11 references.) (SM)

ED 442 748 SP 039 272

Alwood, Carol Sonja
Exploring the Role of the Teacher in Student-Led Literature Circles.
PUB DATE- 00
NOTE- 93p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Discussion Groups; Discussion (Teaching Technique); Elementary Education; Elementary School Students; Elementary School Teachers; Reading; Student Behavior; Teacher Researchers; *Teacher Role; Teaching Methods
IDENTIFIERS- Literature Circles

This qualitative study investigated the role of the teacher in student-led literature circles by comparing the types of comments that students made when the teacher was and was not present. Comments were analyzed using specific Essential Academic Learning Requirements (Washington State, 1997) in reading and four other categories including text support, conversation maintenance, off task remarks, or comments made by the teacher. Subjects participated in two different sets of literature circle groups which lasted 6 weeks each. Sixteen discussions were audiotaped and coded. Results indicate that all discussions had the largest number of comments in the

Teachers; Higher Education; *Inquiry; Internship Programs; Mentors; *Professional Development Schools; Student Development; Student Teachers; *Teacher Role

This study investigated how six mentor teachers understood and negotiated their roles as mentors in an elementary professional development school (PDS). Data were collected over 18 months from mentor and intern journals, field notes, interviews, e-mails, meeting minutes, and transcripts from PDS meetings. Each teacher participated in interviews regarding their motivation and teacher education experiences, experiences as mentors within the PDS, and thoughts associated with problems and possibilities of the PDS. Results are discussed according to three PDS phases. In the first phase, teachers were not committed to the renewal piece of the vision and were not always comfortable using their voices, though they often silenced their colleagues to protect their established ways of doing business. In the second phase, teachers' work changed in meaningful ways as they incorporated interns into the classroom. Teachers grew professionally as they dialogued with interns. The mentor role broadened to include beginning teacher educators. In the third phase, mentors engaged in some form of inquiry, seeking to understand what inquiry was and how it was part of their work. They used observation as a tool for understanding inquiry and began to recognize inquiry as a professional development tool for interns. (Contains 26 references.) (SM)

ED 442 768 SP 039 294

Thayer-Bacon, Barbara J.
Transforming Critical Thinking: Thinking Constructively.
PUB DATE- 00
NOTE- 201p.; Foreword by Jane Roland Martin.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Constructivism (Learning); *Critical Thinking; Educational Philosophy; Educational Theories; Elementary Secondary Education; Females; *Feminism; Gender Issues; Higher Education; Males; Postmodernism; Sex Differences
IDENTIFIERS- Pragmatism

This book presents a reconceptualization of critical thinking theory. Drawing on pragmatic, feminist, and postmodern philosophies, the book offers an overview of the history of critical thinking and identifies its major theorists. It critiques how critical thinking is conceptualized and applied in classrooms and offers a newly delineated platform for how women and feminist theorists, as well as men, can engage in constructivist thinking. There are three parts with nine chapters. Part 1, "Constructing Male Perspectives," includes: (1) "The Greeks"; (2) "Classic Pragmatism"; and (3) "Current Critical Thinking Theories." Part 2, "Constructing Feminist Perspectives," includes: (4) "Gender Theories"; (5) "Difference Theories"; and (6) "Intersections and Deconstructions of Gender and Difference Theories." Part 3, "A Feminist Redescription: Constructive Thinking," includes: (7) "In the Classroom with Constructivist Theory"; (8) "Contrasting Images"; and (9) "Constructive Thinking." (Contains approximately 200 references.) (SM)

ED 442 769 SP 039 295

Ritchie, Joy S.; Wilson, David E.

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communications; Cooperative Planning; Educational Policy; Elementary Secondary Education; *Faculty Development; Leadership; Power Structure; Resources; Strategic Planning; Teacher Associations; Teacher Collaboration; *Teacher Improvement

This paper discusses dynamics of educational systems that can influence professional development. It begins by suggesting that adjusting education systems to support sustained, high-quality professional development for all teachers can be compared to developing dynamic, passionate orchestras whose productions touch their audiences and bring joy and energy to their members. The paper goes on to present descriptions of and questions to consider related to: philosophy, vision, and mission of professional development; professional development activities and impacts; collaboration; context and climate; leadership, politics, and power; teachers' association roles; communications (methods of engaging the public, teachers, students, and others in decisionmaking and learning); strategic plans and the planning process; state and local governmental and teachers' association policies; and resources. An appendix presents factors influencing the success of collaboration (environment, membership, process/structure, communication, purpose, and resources). (SM)

ED 442 789 SP 039 321

Marsh, Herbert W.; Craven, Rhonda G.; McInerney, Dennis; Debus, Raymond L.
Evaluation of the Big-Two-Factor Theory of Motivation Orientations: An Evaluation of Jingle-Jangle Fallacies.
SPONS. AGENCY- Australian Research Council.
PUB DATE- 00
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; Elementary Education; Elementary School Students; Sex Differences; *Student Motivation
IDENTIFIERS- Confirmatory Factor Analysis; *Motivational Orientation

Motivation orientation research consistently finds two factors, Performance and Learning, that overlap substantially with other factors coming from different theoretical perspectives of motivation. Similar to related work in the Big-Five Theory of Personality, researchers posited a Big-Two-Factor Theory of motivation orientation and evaluated the implicit assumption that selected motivation constructs can be represented as higher-order Performance and Learning factors. They collected test-retest data (multi-item scales designed to measure eight motivational constructs) from elementary school students. Confirmatory factor analyses (CFAs) provided good support for each of the eight scales. Higher order CFA models fit the data reasonably well for each time considered separately and the well-defined, higher-order Learning and Performance factors.

DESCRIPTORS- *Academic Achievement; Elementary Secondary Education; Item Banks; *National Competency Tests; Research Reports; Test Interpretation; *Test Results
IDENTIFIERS- *National Assessment of Educational Progress

This paper looks at using descriptions of subject matter content to assist in the development and interpretation of student performance on the National Assessment of Educational Progress (NAEP). These descriptions of content, called achievement level descriptions (ALDs), were initially conceptualized as exemplary statements of the knowledge and skills students should have at the various levels. Gradually, over the past decade the descriptions have evolved into comprehensive, rather than exemplary, statements of assessment content that must reflect the subject matter item pools to ensure consistency. This paper traces the policy development of the ALDs, discusses the various approaches to developing the ALDs over the past 10 years, and reviews the form and function of the ALDs in the current NAEP context. The paper suggests that ALDs should be retained and that they play an important role in shaping the end results from the NAEP and providing replicability in the process. The ALD process seems to be working; however, the ALDs may not serve the reporting function very well. Several approaches could remedy this weakness to help make NAEP results understandable for the U.S. public. (Contains 18 references.) (SLD)

ED 442 809 TM 031 229

Leung, Chi-Keung; Chang, Hua-Hua; Hau, Kit-Tai
Solving Complex Constraints in a-Stratified Computerized Adaptive Testing Designs.
PUB DATE- 00
NOTE- 17p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New Orleans, LA, April 25-27, 2000).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adaptive Testing; *Computer Assisted Testing; *Selection; Simulation; *Test Construction; Test Items
IDENTIFIERS- *Item Exposure (Tests)

Information based item selection methods in computerized adaptive tests (CATs) tend to choose the item that provides maximum information at an examinee's estimated trait level. As a result, these methods can yield extremely skewed item exposure distributions in which items with high "a" values may be overexposed, while those with low "a" values may never be selected. H. Chang and Z. Ying (1999) proposed the a-stratified design (ASTR) that attempts to control the exposure of high "a" items and improve the use of low "a" items simultaneously. To remedy the overexposure problem that may occur in some situations, H. Chang, J. Qian, and Z. Ying (1999) developed the a-stratified with b-blocking method (BASTR) based on ASTR. These two stratified methods have not been tested in situations where complex nonstatistical constraints are imposed. The Weighted Deviation Model (WDM) was proposed by M. Stocking and L. Swanson (1993) to deal with severely constrained item selection in CAT. An adaptation of the general ideas of the WDM to ASTR and BASTR was investigated in this study. Simulation results indicate that both ASTR and BASTR can satisfy more of the nonstatistical constraints. The BASTR outperformed the other two methods in that it effectively controlled item exposures, better used the entire pool, and substantially

Council on Measurement in Education (New Orleans, LA, April 25-27, 2000). The Graduate School Research Program is sponsored by the Association of American Medical Colleges--Medical College Admission Test.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Ability; *College Entrance Examinations; *Difficulty Level; Ethnicity; Higher Education; *Item Response Theory; *Racial Differences; Validity
IDENTIFIERS- *Invariance; *Medical College Admission Test; One Parameter Model; Three Parameter Model; Two Parameter Model

The purpose of this study was to investigate the viability of the property of parameter invariance for the one-parameter (1P), two-parameter (2P), and three-parameter (3P) item response theory (IRT) models for the Medical College Admissions Tests (MCAT). Invariance of item parameters across different gender, ethnic, and language groups and the invariance of ability parameters with respect to test difficulty were assessed. The study also sought to test the stability of ability estimates obtained for random sample "X" using calibrations from different groups and to identify the most efficient IRT model for the MCAT data. All data were from the fall 1994 administration of the MCAT, with 9 random samples of 1,100 drawn from each of 3 test sections (out of 16,520 eligible test takers). The assumption of unidimensionality was first tested, and evidence was found of two or more underlying dimensions affecting test performance. The three IRT models were fit to the dichotomous response data from every sample, and all three showed adequate fit for the MCAT data, with the 1P model item estimates having the smallest estimation error, although the differences among 1P, 2P, and 3P models were very small in magnitude. Evidence was found to support the conclusion that item and ability parameters are stable/invariant with respect to gender and racial/ethnic and language groups for all models. Ability estimates also appear to be invariant with respect to test difficulty for all models. Nine appendixes contain data tables that supplement the discussion. (Contains 28 tables, 59 figures, and 11 references.) (SLD)

ED 442 831   TM 031 251

Farrah, Shirley J.; Graham, Steven W.
Variables Influencing the Likelihood of Practice Change after Continuing Education.
PUB DATE- 00
NOTE- 26p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New Orleans, LA, April 25-27, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Change; *Continuing Education; *Nurses; *Nursing; Professional Development

This study was conducted to identify the continuing education (CE) elements nurses believed were most likely to influence their nursing practice and to examine R. Cervero's (1982) comprehensive model of continuing professional education. A total of 344 registered nurses returned questionnaires about CE. Using a researcher-developed 37-item instrument, 12 items were identified as most important in influencing change. The top three items were potential benefit to the patient,

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Bayesian Statistics; *Classification; Computer Software; *Employment; Foreign Countries; Longitudinal Studies; *Professional Development
IDENTIFIERS- Finland; *Linear Models

Bayesian and classical approaches to classification of vocational data were compared using an educational data set from a longitudinal study of professional growth and development in organizations (P. Ruohotie et al., 1994). Data were from 2,430 workers in companies in Finland who completed a questionnaire with behavior and background statements. The main purpose of this study was to look for new possibilities in analyzing multiform vocational data starting from the level at which traditional linear methods become too complex to apply. After describing the data and the theory of professional growth, the paper discusses linear discrimination and its use in the social sciences. Bayesian modeling with the BAYDA software package is described. It is concluded that linear and nonlinear methods support each other depending on the subject of the study. The Bayesian approach, in the form of the BAYDA program, is still under rapid development, but it appears to provide a valuable tool for analysis. (Contains 10 figures, 21 tables, and 12 references.) (SLD)

ED 442 851 TM 031 271

van Berkel, Henk J. M.; van Til, Cita T.
Group Performing in a Problem-Based Curriculum: The Development and Evaluation of an Instrument.
PUB DATE- 98
NOTE- 8p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 15-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cooperative Learning; *Curriculum; Evaluation Methods; Foreign Countries; Higher Education; Participation; *Problem Based Learning; Psychometrics; *Reliability; *Validity

In a problem-based curriculum, emphasis is placed on the groups in which students learn to analyze problems and to contribute to the solution of a problem. This paper describes an instrument that aims to measure individual group performing and presents some psychometric results. Reliability and validity were studied with 240 students in groups of 9 with 1 tutor. The instrument appears to be reliable, with coefficient alpha varying from 0.84 to 0.92, and it seems that it is a valid measure for characteristics that are important in a problem-based curriculum: (1) participating in discussions; (2) explaining things to other students; and (3) a broad study approach. (Contains 2 tables and 11 references.) (SLD)

ED 442 852 TM 031 272

van Berkel, Henk J. M.; Schmidt, Henk G.
Motivation To Commit Oneself as a Determinant of Achievement in Problem-Based Learning.
PUB DATE- 99
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).

DESCRIPTORS- *Anxiety; *Graduate Students; Graduate Study; Higher Education; *Statistics; *Student Attitudes
IDENTIFIERS- *Procrastination; *Statistics Anxiety

Statistics anxiety, which is experienced by as many as 80% of graduate students, has been found to weaken performance in statistics and research methodology courses. This study examined the prevalence of procrastination on statistics assignments among graduate students and the relationship between academic procrastination and six dimensions of statistics anxiety. Participants were 135 graduate students enrolled in 3 sections of a required introductory-level educational research course at a southeastern university. Findings reveal that a high percentage of students reported problems with procrastination on writing term papers, studying for examinations, and completing weekly reading assignments. Overall academic procrastination was significantly positively related to the following dimensions of statistics anxiety: interpretation anxiety, tests class anxiety and fear of asking for help. A canonical correlation analysis reveals that academic procrastination resulting from both fear of failure and task aversiveness was related significantly to the worth given to statistics, interpretation anxiety, test and class anxiety, computational self-concept, fear of asking for help, and fear of the statistics instructor. Implications for statistics anxiety reduction as a procrastination intervention are discussed. (Contains 4 tables and 76 references.) (Author/SLD)

ED 442 873 TM 031 299

Obiekwe, Jerry C.
The Latent Structures of the Learning and Study Strategies Inventory (LASSI): A Comparative Analysis.
PUB DATE- 00
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; Comparative Analysis; *Factor Structure; Higher Education; Models
IDENTIFIERS- Confirmatory Factor Analysis; *Latent Structure Models; *Learning and Study Strategies Inventory

The first purpose of this study was to analyze the results of the confirmatory factor analyses, via EQS, with regard to the latent structures of the Learning and Study Strategies Inventory (LASSI) (C. Weinstein, D. Palmer, and A. Schulte, 1987) as proposed by S. Olejnik and S. Nist (1992), A. Olivarez and M. Tallent-Runnels (1994), B. Olaussen and I. Braten (1998), and the model that evolved from the exploratory factor analysis of the current data set. Data were from two samples, one of 319 college freshmen and the other of 2,535 college freshmen. The aim was not only to determine the model that best fits the data set, but also to investigate how replicable these models are with a large sample size. The model proposed by Olaussen and Braten appears to have the best fit to the data of this study. The two-factor model that evolved from the exploratory factor analysis of the data did not adequately explain the data under the scrutiny of confirmatory factor analysis. This study supports the three latent structure model of the LASSI instrument. The second purpose of the study was to examine the reliability (internal consistency) of the 10 LASSI believe children need more academic instruction, and politicians who believe teens need more structured afterschool activities. Such beliefs reflect misunderstanding of important facts. Research indicates that only 2 percent of children aged 5-12 regularly care for themselves after school. Supply of afterschool programs far exceeds demand. Evidence does not support the contention that opening more afterschool programs will boost academic achievement or reduce delinquency. The Clinton administration's request to fund afterschool programs is only a small part of a plan to expand the public school's role. Given the widely acknowledged failure of many government schools to accomplish their primary duty (to educate students), the administration's proposal for expanding the schools' responsibilities is inappropriate. Instead of funding the expansion of government schools, state legislators should adopt universal tuition tax credits that would give parents full latitude to select their children's schools, including independent schools, with or without afterschool programs. Finally, Congress should cease funding afterschool programs. (Contains 94 notes). (SM)

ED 442 892   UD 033 633

Trimble, Susan B.; Peterson, Gary W.
Multiple Team Structures and Student Learning in a High Risk Middle School.
PUB DATE- 00
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Administrator Role; *Black Students; Classroom Techniques; High Risk Students; Low Income Groups; Middle School Students; Middle Schools; Teacher Attitudes; Teacher Collaboration; *Teamwork

This study investigated the relationship between a multiple team structure and student achievement in a high minority (predominantly African American), low socioeconomic status middle school over 3 years. Part of a larger 5-year investigation of team structures in high performing restructured middle schools, the study observed the components and interactions of the executive team, leadership team, grade level team, cross-content teams, and interdisciplinary and study teams, noting their influence on student learning outcomes. The analysis took into account the extent of administrative and district support. Data sources included questionnaires, stories teachers wrote about pictures, team meeting observations, classroom observations, interviews, school documents, and state report card data. Data sources provided information related to district and administrative support, multiple teams, teacher integration of multiple team tasks and team learning, classroom practice, and student performance. Results indicated that the systematic alignment of district and administrative directives coupled with multiple teams at the school site and with teacher integration and learning in study teams resulted in changed classroom practices and increased student performance. (Contains 18 references.) (SM)

ED 442 893   UD 033 634

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Bilingual Education; Bilingual Students; Dropouts; *Educational Policy; Educational Practices; Elementary Education; *Elementary School Students; *Hispanic American Students; *Teaching Methods
IDENTIFIERS- ERIC Digests

This digest summarizes the effective bilingual strategies described in a commissioned paper, "Transforming Education for Hispanic Youth: Exemplary Practices" by Anne Turnbaugh Lockwood and Walter G. Secada, and the recommendations of the Hispanic Dropout Project (U.S. Department of Education) for transforming bilingual education at all school levels. Several educational policies are necessary to promote effective bilingual education practices. Native Spanish-speaking students need to continue in a bilingual program until they have a solid linguistic foundation that enables their mastery of other academic subjects as well as English and Spanish. Schools need to convey the expectation that students will become literate in English and learn to high standards. Bilingual education should be depoliticized, and the early tracking of limited English proficient students into low reading groups and other slow classes must be discontinued. Teacher training is essential to effective bilingual education programs. Some exemplary programs at high school, middle school, and elementary levels are identified, and the instructional strategies of these schools are discussed. Tutoring programs may provide valuable help for bilingual students, and two such programs are described. Components of effective bilingual programs are not all the same, but some universal principles emerge. Successful programs revise their approaches as new strategies are proven effective and new student needs are identified. Effective schools recognize the necessity of proficiency in both languages, and they offer individualized instruction and other aids. Successful schools also maintain an atmosphere that supports the belief that all students are equally valuable and that they all will succeed. (SLD)

ED 442 914   UD 033 656

Ravitch, Diane, Ed.; Viteritti, Joseph P., Ed.
City Schools: Lessons from New York.
PUB DATE- 00
NOTE- 405p.; Support provided by the John M. Olin Foundation, the Achelis Foundation, and the Bodman Foundation.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Academic Standards; Black Education; Black Students; Catholic Schools; Charter Schools; Disabilities; Educational Change; Educational Innovation; Educational Legislation; Elementary Secondary Education; Governance; Language Minorities; Low Income Groups; Private Schools; Public Schools; School Choice; *Socioeconomic Influences; Special Education; Teaching Methods; *Urban Schools; Whole Language Approach
IDENTIFIERS- African Americans; Jewish Day Schools; *New York City Board of Education; *New York (New York)

This book presents a collection of essays by researchers and educators that examine the largest school system in the U.S.--the New York City school system. There are 5 parts with 15 chapters. Part 1, "Education in the City," includes: (1) "Schooling in New York City: The Socioeconomic Context"

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Freshmen; *Computer Literacy; Computer Uses in Education; Critical Thinking; Higher Education; Information Technology; Instructional Development; Instructional Effectiveness; *Introductory Courses; Skill Development

This study examined the effects of including a technology literacy component in first-year students' programs at a liberal arts college. The program was designed to systematically help students use and critically evaluate the technology and what it can do to enhance the living and learning environment. The study employed a non-equivalent control group design, identifying one treatment group and two control groups from intact classes of first-year students. The treatment consisted of 10 hours of instruction in digital systems and applications. The technology literacy component was taught in a computer lab and was volitional on the part of the student. Topics addressed were: e-mail; word processing (at three levels); World Wide Web; computer basics; Web publishing (at two levels); using Excel; and digitizing graphics. Questionnaires were administered at the beginning and end of the semester to all students. Pre-questionnaire scores indicated few differences between the mean scores for each group. Post-questionnaires revealed consistent differences, with the students in the treatment group having the highest mean scores for reported skills and perceptions. Results indicate the benefits of having a technology literacy component in students' first year of college. (AEF)

ED 442 459 IR 020 042

Strowder, William H.; Strowder, Howard A.
Dreadnought: Educational Reform. Powerful Education for the 21st Century.
PUB DATE- 00
NOTE- 14p.; Colored charts may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Computer Assisted Instruction; *Educational Development; Educational Technology; Elementary Secondary Education; *Instructional Design; *Instructional Innovation; *Total Quality Management
IDENTIFIERS- Technology Integration

This paper first outlines the need for an application of Total Quality Management (TQM) principles to create a Total Quality Education (TQE) System. The paper then suggests that a combination of Competency Based Grading (CBG), Computer Aided Instruction (CAI), Business Internships (Externships) and their Merit/Demerit System for behavioral management would create an individualized educational format that lends itself readily to computer support and effectively integrates computer technologies into the educational process. Each of these elements that make up the "Dreadnought(R)" System are described, as well as an administration feature. The system is named after HMS Dreadnought, a 20th Century warship of superior design. The special considerations of school organization, politics, legal support, and community support for the program are discussed, followed by the implementation plan, consisting of a survey of existing systems, development of exams and software, installation, network configuration, teacher training, and final registration and orientation process. (AEF) has sought to narrow the gap by which combined parent contribution and grants/scholarships fall short of total cost, for the poorest of students. The analysis reports that progress is not being made. (VWC)

ED 442 479 JC 000 401

Community Perceptions of PGCC. Market Analysis.
PUB DATE- 97
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Attitudes; Community Colleges; Community Support; *Consumer Economics; Educational Assessment; *School Business Relationship; Two Year Colleges
IDENTIFIERS- *Prince Georges Community College MD

This market analysis summarizes recent research into Prince George's Community College's (PGCC) image as perceived by business leaders, high school students, and adult county residents at large. PGCC and its leadership are not widely known in the corporate community. Business leaders who are familiar with PGCC hold favorable views about the college. Most county high school seniors view PGCC positively. More county high school graduates attend PGCC than any other college. Adult residents of the county familiar with the college regard it favorably, particularly as a place to start college and as a place for the less advantaged to attend college. However, nearly three in five county adults are not familiar with PGCC. Though popular with county high school students, the community college is not the first place the business community thinks of when selecting workforce-training providers. And though county residents in general support the college--as evidenced by bond referenda, for example--most are unfamiliar with the college's programs and personnel. Those who know the college rate it highly, but many remain unaware of what it has to offer. (VWC)

ED 442 480 JC 000 402

Preliminary Success and Retention Rates in Selected Math Courses. Research Report.
PUB DATE- 99
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Academic Persistence; Community Colleges; *Computer Assisted Instruction; Course Evaluation; Educational Technology; *Instructional Effectiveness; *Mathematics Instruction; *Outcomes of Education; *Teaching Methods; Two Year College Students; Two Year Colleges
IDENTIFIERS- *Cuesta College CA

This report presents findings of exploratory research on success, retention, and persistence in math courses at Cuesta College. The following research questions were addressed: (1) How do success rates in Math 23 (elementary algebra) and Math 27 (intermediate algebra) compare with traditional and computer-assisted formats? (2) What are the profiles of successful and unsuccessful students in traditional and computer-assisted Math 23 and Math 27 courses? (3) How do matriculation and subsequent

Projects; Teaching Methods; Two Year College Students; Two Year Colleges

To prepare students for a total quality workplace, South Piedmont Community College (SPCC) is offering hands-on projects for students to learn the following skills: learning to learn; listening and oral communications; competence in reading, writing, and computation; adaptability, which includes creative thinking and problem solving; personal management, which addresses self-esteem, goal setting, motivation, and personal/career development; group effectiveness, covering interpersonal skills, negotiation, and teamwork; and organizational effectiveness and leadership. Some tasks that the students encounter during the projects are job applications, reports, deadlines, periodic reviews/presentations, and independent contracts. All assignments culminate in a final presentation where students present a summary of their work and a demonstration of their final product. A new focus of the projects centered on the desire to create win-win situations for all those involved: students receive credit for required classes along with valuable work experience, and the local businesses gain a solution to a technology-related problem without the cost of labor. (JA)

ED 442 500 JC 000 424

Taffy, Fred
Analysis of Enrollment Trends for HCCC Programs and Academic Status Classifications, Fall 1993 to Fall 1999.
PUB DATE- 99
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Ability Grouping; *Associate Degrees; *College Programs; College Students; Community Colleges; *Enrollment; *Enrollment Trends; Student Characteristics; Tables (Data)
IDENTIFIERS- Hudson County Community College NJ

The study of enrollment trends for each of Hudson County Community College's programs and for its academic status classifications will be used in the college's program reviews and should also prove useful in its strategic planning. The significant growth in combined Liberal Arts AA English/Humanities and Business/Social Sciences program majors (n=532; 51.8%) should be reviewed in conjunction with overall declines in degree and certificate programs. Most certificate offerings reflect small enrollments and have been categorized as unstable. The significant growth in Academic Foundations (AF) students, who require math/English basic skills development, should come as no surprise given that the college has traditionally drawn most of its students from the most academically underprepared districts in Hudson County. Consideration should be given to the impact that growth in AF classifications will have on teaching/learning needs, student success, and retention as resources are planned for this area of the college. Decreases in enrollments in English as a Second Language (ESL) over the two most recent years should prompt consideration of whether this represents a need for increased recruitment activity, a change in demographics, and/or increased competition from proprietary/other institutions offering ESL instruction. (JA)

ED 442 501 JC 000 425

to the Commission are as follows: (1) clarify the scope and range of distance education responsibilities of institutions; (2) establish financial policies; (3) put in place a new multi-year needs assessment based on agreed-upon benchmarks and costs that will apply consistently across institutions; (4) re-allocate the equivalent cost of providing current users with satellite transmission time from IHETS budget to current users; (5) revitalize and restructure IHETS and the Partnership; (6) restructure the IHETS Board of Directors; (7) have institutions conduct cost-benefit analysis; (8) drop distance learning review of existing programs and limit reviews to new programs; (9) periodically review the capacity of institutions and the system as a whole to provide quality, cost-effective support services for distance learners; and (10) communicate to students, employers, and other "customers" of educational services of what they should expect from a quality provider of technology-based instruction. (VWC)

ED 442 520 JC 000 450

Codjoe, H. C.
Dalton College Occasional Research Digests #1-4, 1997-98.
PUB DATE- 98
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; *Enrollment; *Enrollment Trends; *Profiles; *School Demography; State Colleges; Statistical Data; *Student Characteristics; Two Year Colleges
IDENTIFIERS- *Dalton State College GA

These research digests about Dalton College (Georgia) provide various numerical data on student enrollment and new undergraduates including sex, age, ethnicity, geographical origin, and major. This is a collection of four research briefs issued between fall 1997 and fall 1998. In fall 1997, student enrollment was up 1.6 percent over the prior year to 3,053. The number of new undergraduates in fall 1997 was 944. Ninety percent (850) of the students came from the five neighboring counties in Georgia, and fifteen international students were enrolled. In fall 1998, student enrollment was 2,967, down 2.8 percent from the previous year. Forty-one percent of the students were in technical programs while twenty-six percent were in business and social sciences. New undergraduate or first term enrollment was 982. Fifty-five percent of these students were female, 74 percent were 18-24 years of age, and 61 percent were enrolled full time. The average SAT composite score of new undergraduates was 945, an increase of 31 points from the previous year. (JA)

ED 442 521 JC 000 451

Codjoe, H. C.
Dalton College Occasional Reports #2.
PUB DATE- 98
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Programs; Community Colleges; Degrees (Academic); Enrollment; *Institutional Characteristics; *Institutional Mission; *State Colleges; Technical Education;

Students; *Multiple Intelligences; Student Attitudes; Student Behavior; *Student Motivation
IDENTIFIERS- Conflict Management

This action research project implemented and evaluated a program to improve student motivation through the use of cooperative learning and multiple intelligences. The targeted population consisted of students in fourth, sixth, and tenth grade in a consolidated school district located in a rural area in the Midwest. The problems of low academic achievement and inappropriate behavior were documented by means of school records, structured observations, and student questionnaires. The seven-month intervention consisted of a cooperative learning curriculum and the adoption of a multiple intelligences approach, emphasizing the development of appropriate social skills and conflict management. Data on student progress were obtained on a pre-post basis by means of student surveys, teacher observation checklists, and teacher-made tests. The post-intervention data indicated that engaging students in cooperative learning, implementing multiple intelligences, and providing a variety of student activities improved academic achievement and resulted in a decrease of inappropriate behavior. (Sixteen appendices include data collection instruments and sample instructional materials. Contains 23 references.) (Author/KB)

ED 442 540   PS 027 898

Turning Points: Canadians from Coast to Coast Set a New Course for Healthy Child and Youth Development. The National Goals for Healthy Child and Youth Development = Points Tournants: Les Canadiens et les Canadiennes d'un ocean a l'autre tracent une nouvelle voie pour le developpement sain des enfants et des adolescents. Les objectifs nationaux pour le developpement sain des enfants et des adolescents.
PUB DATE- 95
NOTE- 56p.
LANGUAGE- English; French
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescent Development; *Adolescents; Change Strategies; Child Development; *Child Health; *Children; Federal Programs; Foreign Countries; Government Role; Health Promotion; *Objectives; Program Descriptions; *Public Policy; *Well Being
IDENTIFIERS- *Canada

This document details Canada's mission to safeguard and improve the health and well-being of all Canadian children and youth and presents eight national goals through which Canada plans to fulfill that mission. The document is presented in three parts. Part 1 describes the development of national goals, including their origin in the underlying principles of the United Nations Convention on the Rights of the Child, a consideration of a broad view of child and adolescent health, the responsibility of federal governments acting on behalf of the public, the 4-year consultation process used to develop the goals, and the results of reviews by aboriginal communities in Canada. Part 2 of the document details eight national goals: (1) value all children and youth in Canada and share responsibility for their healthy development; (2) support families in their role as the primary caregivers of children; (3) make health promotion and prevention of disease, disability, and injury among children and youth a priority of healthy public policies; (4) reduce child and youth poverty; (5) protect children and youth from preadolescents, and teenagers. At the end of each of these chapters, a typical dispute is presented for each age group and suggestions for how to resolve it, using the 3-part model. Chapters 8 through 10 present the conflict resolution process from an adult perspective, using adult examples, a greater degree of analysis, and a mature perspective. The book's final chapter addresses frequently asked questions. (KB)

ED 442 559 PS 028 637

Kreader, J. Lee; Piecyk, Jessica Brickman; Collins, Ann
Scant Increases after Welfare Reform: Regulated Child Care Supply in Illinois and Maryland, 1996-1998. A Report of the NCCP Child Care Research Partnership.
SPONS. AGENCY- Carnegie Corp. of New York, NY.; Ford Foundation, New York, NY.
PUB DATE- 00
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110), Reports - Research/Technical (143)
DESCRIPTORS- *Children; *Day Care; *Day Care Centers; Early Childhood Education; *Family Day Care; Low Income Groups; Supply and Demand
IDENTIFIERS- *Day Care Availability; Illinois; Project Head Start; Welfare Reform

This study examined changes in regulated child care supply in Illinois and Maryland between 1996 and 1998, focusing on communities with the highest concentrations of low-income families. Data were obtained from statewide child care resource and referral databases for June 1996, June 1997, and June 1998, and from 1990 U.S. census data obtained by zip code. Among the major findings are the following: Illinois and Maryland saw 6 percent growth in regulated child care slots per 1,000 children under 13 years from 1996 to 1998. All of Maryland's growth in capacity and most of Illinois' came in center care. The number of family child care providers declined slightly, although the number of slots grew modestly in Illinois and decreased in Maryland. Communities with the highest concentrations of low-income residents had significantly fewer regulated slots per 1,000 children than communities with the lowest concentrations of low-income individuals. Areas with higher concentrations of low-income individuals saw very little growth in child care supply. In both states, center care increased in all income areas, but generally grew more in more affluent areas. Maryland had high growth in the number of Head Start and prekindergarten programs. Both states had greater growth in prekindergarten than in Head Start. The percentages of centers and homes that offered care for extended hours scarcely increased in Maryland and did not increase in Illinois. Over 2 years, the number of child care homes closing exceeded the number of homes opening in both states. (Data tables for 1998 are appended.) (KB)

ED 442 560 PS 028 638

Myers, Diana K., Ed.; Wessels, Renee, Ed.
State of the World's Mothers 2000. A Report by Save the Children.
SPONS. AGENCY- Bill and Melinda Gates Foundation.
PUB DATE- 00
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

Participation; *Parent Student Relationship; Parent Teacher Cooperation; Partnerships in Education; School Community Relationship

Drawing on a parent's perspective, this booklet presents tools, strategies, and information a parent will need to ensure their child will get the best education possible. The book's chapters are as follows: (1) "Organizing Your Home for Success," including teaching the child to be organized and what to do to promote learning at home; (2) "Understanding Your Child as a Learner," on learning styles and appropriate psychological, sociological, environmental, emotional, physiological, and perceptual strategies; (3) "Communicating with Your School," including strategies for effective two-way communication and for different types of parent-teacher conferences; (4) "Finding the Right School," including the process for reviewing the neighborhood school, sample questions for principal and teacher interviews, and checklists for school visits; and (5) "Supporting Your Child's School," including partnerships in the areas of parenting, communicating, volunteering, learning at home, making decisions, and collaborating with the community. The book's appendix includes activities, resources, and additional checklists. A glossary of educational terms and reproducible templates conclude the book. (HTH)

ED 442 578 PS 028 671

DiBiassio, Jamie; Calore, Kristen; Chambliss, Catherine
The Association between Various Shared Activities and the Quality of Parent-Child Relationships.
PUB DATE- 00
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Higher Education; *Parent Child Relationship; Parent Participation; *Parents; Questionnaires; Undergraduate Students; *Young Adults
IDENTIFIERS- *Family Activities; *Relationship Quality

This study examined the association between various shared activities and the quality of parent-child relationships. Participating in the study were 211 undergraduate students attending a small liberal arts college. They completed a questionnaire in which they rated the quality of their relationship with their parents, the amount of contact they had with their parents, and the activities shared with mothers and with fathers when the participants were young children. A summary score for quality of relationship with mother and a separate score for quality of relationship with father were calculated. Median splits were performed on both summary scores, distinguishing between those with high quality relationships and those with low quality relationships with each of their parents. T-tests were performed to compare these two groups in terms of involvement in 22 shared activities between parents and children, such as driving to lessons, watching sports, putting child to bed, watching television, doing homework, exercising, cooking, vacationing, eating breakfast, eating dinner, participating in holiday events, and gardening. The findings indicated that there were significant differences between the two groups on almost all the scores for shared activities with the mother (except camping) and the father (except going to museums and zoos). The results offer strong support for the idea that shared activities with young children are associated with more positive relationships with parents during late adolescence and early adulthood. The type development of these guidelines through a series of workshops and meetings associated with the Alaska Rural Systemic Initiative. Throughout this document, Elders are accorded a central role as the primary source of cultural knowledge. Guidelines are listed to increase the cultural responsiveness of Native Elders, authors and illustrators, curriculum developers and administrators, teachers, editors and publishers, document reviewers, researchers, Native language experts, Native community organizations, and the general public. Ten general recommendations are also offered to public agencies, institutions, and communities to support the effective implementation of the guidelines. (SV)

ED 442 596 RC 022 444

Young, Deidra J.
Teacher Morale and Efficacy in Rural Western Australia.
SPONS. AGENCY- Australian Research Council.
PUB DATE- 98
NOTE- 18p.; Paper presented at the Annual Conference of the Australian Association for Research in Education (Adelaide, South Australia, Australia, November 29-December 3, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Effective Schools Research; Foreign Countries; High Schools; *Organizational Climate; School Effectiveness; *Secondary School Teachers; Self Concept; *Self Efficacy; *Teacher Attitudes; *Teacher Morale
IDENTIFIERS- *Australia (Western Australia); School Level Environment Questionnaire

This paper draws on the Western Australian School Effectiveness Study (WASES) to examine school-level factors associated with improved teacher morale as one measure of effective high schools. The 1997 WASES teacher sample included 212 teachers from 28 rural and urban high schools in Western Australia. Data analysis using the Multilevel Linear Model focused on teacher responses to the School Level Environment Questionnaire (SLEQ), which includes eight subscales measuring relationship, personal, and system aspects of the school environment; measures of general self-concept and academic self-concept (teacher efficacy); and the teacher morale scale of the School Organizational Health Questionnaire. Teacher morale varied both within and between schools. Teacher morale appeared to be a useful indicator of healthy and effective schools, with a reasonable correlation with SLEQ scales. Differences in teacher morale, both across and within schools, were explained by six SLEQ scales: teacher affiliation, professional interest, mission consensus, empowerment, innovation, and work pressure. Teacher self-concept, both general and academic, had little effect on teacher morale, suggesting that morale was influenced by outside factors. (Contains 58 references and 6 data tables.) (SV)

ED 442 597 RC 022 466

Harslett, Mort; Godfrey, John; Harrison, Bernard; Partington, Gary; Richer, Kaye
"We Learn A Lot from Mr. Hart": A Qualitative Study of an Effective Teacher of Aboriginal Students.
PUB DATE- 99
NOTE- 13p.; Paper presented at the Joint Conference of the Australian Association for Research in Education and the New

of Physical Activity Events as Fund-Raising Tools in the Not-for-Profit Sector" (Joan Wharf Higgins, Lara Lauzon); (3) "'GirlPower': Assessing the Health Impacts of a Community-Based Recreation Program for Inner-City Female Adolescents" (Joan Wharf Higgins, Nancy Reed, Nancy Sylvain); (4) "Communicating Mathematically: Writing" (Werner W. Liedtke); (5) "Using the Repertory Grid in Teacher Education: Reflective Thought Objects, Story and Metaphor" (Tim Hopper); (6) "Counselling Children of Divorce" (Geoffrey Hett, Jenny Spring, Zane Shannon); (7) "Topical Structure Development in Academic English" (Hitomi Harama, Robert Anthony); (8) "A Resource-Based Learning and Teaching Inservice Program for Elementary Teachers: Victoria '98" (Donald Hamilton); (9) "Team Building through Physical Challenges" (Sandra L. Gibbons); (10) "Studying Intramuscular Metabolism in Children: Technology and Ethics" (Catherine A. Gaul); (11) "The Effect of Instruction on Children's Knowledge of Marine Ecology, Attitudes towards the Ocean and Stances toward Marine Resource Issues" (Shirley Cummins, Gloria Snively); (12) "Recent Canadian Contributions to Adult Literacy Policy and Practice in Tanzania" (Adrian Blunt); and (13) "Teacher Knowledge and the Evaluation of Student Achievement" (John Anderson, Faye Stefan, Lucinda Cindy Brown). (Contains references in most papers.) (SV)

ED 442 615 RC 022 524

Zuk, Bill; Dalton, Robert
Sacred and the Profane in Advertising Art.
PUB DATE- 99
NOTE- 11p.; In: Connections '99. Proceedings of a Faculty Conference (5th, Victoria, British Columbia, Canada, May 1999); see RC 022 523.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Advertising; *Art Education; *Commercial Art; Elementary Secondary Education; *Fine Arts; Higher Education; Humor; Mass Media; Popular Culture
IDENTIFIERS- *Media Education

This paper examines the arguments for and against inclusion of advertising art in art education programs, and presents a case for the educational benefits of critically examining advertising art based on museum masterpieces. A search for examples of fine art masterpieces used in advertising art examined which masterpieces are commonly used in marketing goods and services, how advertising ideas are merged with master artwork, and how effective strategies related to masterpieces can be implemented in teaching. The identified borrowed masterpieces were of interest to a general audience, were accessible in terms of having recognizable content, and were generally portraits or representations of the human figure. The advertised products and services were very diverse. Potential criticisms of the alteration of masterpieces in advertising and the attention to this practice in the classroom include the notions that masterpieces are diminished by their use in advertising and that students would be taught to disrespect their artistic heritage. On the other hand, viewing familiar art presented in new creative ways may spark new appreciation of their aesthetic power. These masterpieces are part of everyone's heritage and open to reinterpretation, and attention to the advertising practices in the classroom may capture student interest and motivate learning and critical

Association for Research in Science Teaching (New Orleans, LA, April 28-May 1, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; *Faculty Development; Knowledge Base for Teaching; *Program Design; Program Implementation; *Science Education; *Science Teachers; Teacher Education; *Teacher Improvement; Urban Schools

The Center for Learning Technologies in Urban Schools (LeTUS) is implementing a professional development program for science teachers to enact science curricula in a systemic reform initiative. This paper proposes a design approach for professional development in science education as a valuable way to re-conceptualize the process of fostering teacher learning. The paper presents an argument that professional development in science education, as a whole, has not been grounded in empirical research, and there is, therefore, a lack of sound design principles upon which to base professional development programs. One possible design model for professional development is posed in the context of the LeTUS systemic reform work, and evidence is given that illustrates the initial success of the model. (Contains 34 references.) (Author/WRM)

ED 442 636 SE 063 588

Jaconetti, Marissa; Stranz, Michelle
Gender Differences in Science: How Parents Can Help Close the Gender Gap.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 98
NOTE- 10p.; This pamphlet is part of an undergraduate research program in the Department of Human and Community Development under the supervision of graduate students Candice Dreves and Jeff Korte. The research is directed by Dr. Jasna Jovanic, Ph.D.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Home Study; Junior High Schools; *Parents; *Science Activities; Science Education; *Sex Differences

As students reach junior high school, differences in science attitudes and abilities emerge between boys and girls. This paper highlights the most common differences between boys' and girls' attitudes towards science and discusses some factors that contribute to gender differences in science. Several activities that parents can do with their children at home are described. (CCM)

ED 442 637 SE 063 602

Weld, Jeffrey
Less Talk, More Action for Multicultural Science.
PUB DATE- 00
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Role; *Constructivism (Learning); Early Childhood Education; Educational Environment; Inservice Teacher Education; Integrated Curriculum; Learning Processes; Parents; *Reggio Emilia Approach; *Science Education; Teachers
IDENTIFIERS- Dewey (John); Italy; Piaget (Jean); Vygotsky (Lev S)

This paper describes the the Reggio Emilia Approach and recommends adopting the curriculum for teaching science in U.S. schools. The underlying philosophy of this approach is its uniqueness within the constructivist paradigm and its potential as an exemplary early childhood program that can be adapted to teach young children science. The educators and parents at Reggio, through a strong commitment and cooperation, have developed an excellent program over the years that has been exemplary not only for educators in Italy and Europe, but has also made a tremendous impact on early childhood education in the United States. The Reggio school uses an integrated curriculum that combines cognitive/symbolic processes in learning. (YDS)

ED 442 665 SE 063 797

Sweeney, Aldrin E.
Incorporating Multicultural and Science-Technology-Science Issues into Science Teacher Education Courses: Successes, Challenges and Possibilities.
PUB DATE- 99
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Accreditation (Institutions); Cultural Pluralism; Ethnic Groups; Higher Education; Learning Processes; *Misconceptions; *Multicultural Education; Preservice Teachers; Racial Differences; *Science Curriculum; *Science Education; Science Teachers; Scientific Literacy; Sex Differences; Social Class; *Teacher Education Programs

Showing evidence of planing multicultural education in curricula is required by the National Council of Accreditation of Teacher Education (NCATE) for accreditation of professional education programs. This paper presents discussions on this issue over the last three decades, points out the increasingly diverse student population in the United States, and questions the effectiveness of teachers in providing multicultural instruction to students. Different issues in multicultural education, science teacher education, and multicultural science teacher education are examined. The meaning and structure of multicultural education is also discussed. (Contains 51 references.) (YDS)

ED 442 666 SE 063 803

Suen, Che-yin; Pok, Yang-ming
A Comparison of Authoring Software for Developing Mathematics Self-Learning Software Packages.
PUB DATE- 99
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays

bibliography are curriculum units, background texts, images and texts, and resources on contemporary portrayals/Mexican-U.S. relations. (Contains 15 resources.) (BT)

ED 442 687 SO 031 499

Kohen, Robert
White Man's Burden: The Expansionist/Anti-Imperialist Debate at the Turn of the Century. 10th Grade Lesson.
PUB DATE- 99
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cooperative Learning; Current Events; Debate; *Foreign Policy; Grade 11; High Schools; *Imperialism; Interdisciplinary Approach; International Relations; Language Arts; Race; Racial Bias; Role Playing; Social Studies; *United States History

This 10th grade social studies lesson and language arts interdisciplinary curriculum unit asks students to examine the 19th century debate over U.S. foreign policy. Students engage in role playing and debate the expansionist policy versus the anti-imperialist policy. The unit includes an activity description, background information, questions to guide research, online resources, and reflection questions. The teacher is provided with notes describing the unit's purpose, correlation to standards, and a guide that shows how to conduct the unit. (RJC)

ED 442 688 SO 031 543

Hengel, Madeleine S.; Shumer, Robert
Citizen Participation: A "Links" Piece, Connecting Theory and Practice.
SPONS. AGENCY- Corporation for National Service.
PUB DATE- 98
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Citizen Participation; Citizenship Education; *Civics; Community Involvement; Elementary Secondary Education; *Service Learning; Social Studies

This annotated reference list is organized for a quick review of citizen participation information sources. Resources and readings are intended to be a starting point for researchers, practitioners, and others who are looking for information about citizen participation. The document includes the following sections: (1) "General Links to Citizen Participation" (Resources; Readings); (2) "Service-Learning Specific Information on Citizen Participation"; and (3) "Related links to Citizen Participation and How To Obtain Them." More than 30 citations, including ERIC references, from the 1980s and 1990s are given. (BT)

ED 442 689 SO 031 544

Treacy, Ann
Service-Learning as a Tool for Violence Prevention: An Annotated Topic Bibliography.
SPONS. AGENCY- Corporation for National Service.

Cultural Studies; Elementary Secondary Education; Heritage Education; *Primary Sources; Social Science Research; Social Studies

This guidebook outlines the culture and structure of schools and shows how archaeologists can work with teachers, curriculum developers, museum professionals, and park rangers to develop useful programs in archaeological education both in the classroom and in informal settings. The essays strive to provide multiple examples of exemplary programming that meets the needs of students, educators, and archaeologists in a realistic, achievable manner. The writings are: (1) "Accessing Educational Systems in Canada and the United States" (Cathy MacDonald; Paula Burtness); (2) "Governmental Education Standards and K-12 Archaeology Programs" (M. Elaine Davis); (3) "Cognitive and Moral Development of Children: Implications for Archaeology Education" (Emily J. Johnson); (4) "Learning and Teaching Styles: Reaching All Students" (Victor W. Geraci); (5) "Heritage Education for Special Students" (Renata B. Wolynec); (6) "Developing Lessons about Archaeology: From a Teacher's Journal" (Patricia Wheat); (7) "'National Geographic' and 'Time Magazine' at Textbooks: How Teachers Learn about Archaeology" (Dorothy Schlotthauer Krass); (8) "Including Archaeology in K-12 Teacher Education (Robert H. Brunswig, Jr.); (9) "Brokering Cultures: Archaeologists Reach out to Teachers" (Ruth Osterweis Selig); (10) "From Context to Content: Instructional Media for Precollegiate Audiences (KC Smith); (11) Teaching Archaeology with Educational Technology" (Joelle Clark); (12) Against the Clock: Introducing Archaeology in Time-Limited Situations" (Carol J. Ellick); (13) "Assessing Archaeology Education: Five Guiding Questions" (Nan McNutt); (14) "Teaching Archaeology without the Dig: What's Left?" (Nancy Hawkins); (15) "Simulated Excavations and Critical Thinking Skills" (Beverly A. Chiarulli; Ellen Dailey Bedell; Ceil Leeper Sturdevant); (16) "Digging with Kids: Teaching Students To Touch the Past" (Karolyn Smardz); (17) "Archaeology and Values: Respect and Responsibility for Our Heritage" (Jeanne M. Moe); (18) "Who Paints the Past? Teaching Archaeology in a Multicultural World" (Marjorie Connolly); (19) "Gatekeeping, Housekeeping, Peacekeeping: Goals for Teaching Archaeology in the Public Schools" (K. Anne Pyburn); (20) "Applying the Message to the Medium" (Peter Stone); (21) "Politics, Publicity, and the Public: Urban Archaeology in the Public Eye" (Elizabeth Anderson Comer); (22) Crow Canyon Archaeological Center: Why an Independent, Nonprofit Center Makes Sense" (Stuart Struever); (23) "Teaching the Past in Museums" (Joanne Lea); (24) "Teaching Archaeologists To Teach Archaeology" (Nancy Marie White); (25) "On Site and Open to the Public: Education at Archaeological Parks" (Mary L. Kwas); (26) "Archaeology Education Programs: A Long-Term Regional Approach" (Bonnie Christensen); (27) "Environmental Education: Perspectives for Archaeology" (Norman R. Frost); and (28) "Retrospective: Personal Thoughts on the Maturation of Archaeological Education" (Martha Williams). (Contains references.) (RJC)

ED 442 711   SO 031 832

Paulston, Rolland G.
A Spatial Turn in Comparative Education? Constructing a Social Cartography of Difference.
PUB DATE- 00
NOTE- 60p.; This paper is a chapter in "Discourse Formation in Comparative Education" edited by Jurgen Schriewer and published by Peter Lang Publishing in 2000.
LANGUAGE- English

move towards a lasting peace. This curriculum guidebook is intended to supplement the Ulster Project Curriculum by answering previously unanswered questions and offering additional suggestions for practice. The guidebook provides in-depth background information about the Ulster Project, its curriculum goals, its breakthrough objectives, leadership clarification, and how to understand the counselor's role as curriculum leader. It is divided into the following chapters: (1) "What Does This Look Like in Practice?"; (2) "Breakthrough Themes" (communication; leadership and risk taking; conflict deliberation; understanding social practice discourse; and interdependence and collaboration); (3) "Some Additional Things To Consider"; and (4) "A Final Thought." Each of the five themes in the guidebook has introductory activities, an activity framework, and suggestions to guide the participants' dialogue. (Contains 31 references.) (BT)

ED 442 729 SO 031 894

Baker, Barbara S.
A Comparison of a Traditional Music Teaching Method with Music Ace.
PUB DATE- 00
NOTE- 46p.; M.A. Research Project, Johnson Bible College.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Reports - Research/Technical (143)
DESCRIPTORS- Classroom Research; Classroom Techniques; Comparative Analysis; *Computer Software; Educational Research; Grade 2; *High Risk Students; Inner City; *Music Activities; *Music Education; Primary Education
IDENTIFIERS- Knox County Schools TN; *Music Notation; Music Technology; *Pitch (Music)

Elementary schools in Knox County, Tennessee employ music specialists who spend about one hour weekly instructing individual elementary classes in music. Students in those classes receive about 64 music lessons per school year. The music curriculum in Knox County includes the six major elements of music: melody, harmony, rhythm, style, expressive qualities, and form. Sequentially taught lessons using computers and music software as teaching tools should help the teacher cover all elements of music. Students have the opportunity to use their senses with multi-media software. A project was implemented with 30 second-grade students, randomly chosen from an inner city, at-risk Title I school and then randomly placed within one of two groups. "Music Ace" software was used as a teaching tool to introduce beginning music notation to the treatment group. Additionally, the treatment group also learned to interpret that notation into pitch identification through singing specific pitches with the aid of "Music Ace." A combination of Koday, Orff, and Dalcroze methods were used to teach the second group, the traditional group, the same beginning music notation and interpretation of notation into pitch identification. Eight lessons were taught to each group and then a posttest was given to individual students; individual posttest scores were compiled resulting in a group score. Each group's scores was compared by t-test and found to show no statistical difference in significance. (Contains a table, 2 figures, a 21-item bibliography, and 5 Web resources.) (Author/BT)

ED 442 730 SO 031 896

categories of comprehension of story ideas and details and reading for literary experience. Groups which met without the teacher made more off-task comments. This study concludes that the teacher's role will vary based upon students' skills and learning needs. Thirteen appendixes are included. (Contains 34 references.) (Author/SM)

ED 442 749 SP 039 273

Sylwester, Robert
A Biological Brain in a Cultural Classroom: Applying Biological Research to Classroom Management.
PUB DATE- 00
NOTE- 161p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Biology; *Brain; Classroom Design; Classroom Environment; *Classroom Techniques; Democracy; Elementary Secondary Education; Learning Theories; Motion; Student Behavior; Teacher Behavior; Time Management

This book applies the latest in brain research and learning theory to classroom management. The concepts of psychoneurophysiology are made readily accessible. The book offers creative data gathering activities to help students manage their own behavior and to help teachers learn how their own behavior impacts the classroom environment. The seven chapters are as follows: (1) "The Biological and Cultural Foundations of Classroom Management"; (2) "The Multiple-Everything Modular Bodybrain that Schools Seek to Manage"; (3) "Expending Energy: Who's in Charge"; (4) "Creating Biological and Cultural Space"; (5) "Spending, Saving, and Using Time"; (6) "Managing Movement"; and (7) "Exploring Range as a Dimension of Classroom Management." (Contains 72 references.) (SM)

ED 442 750 SP 039 274

McIntyre, D. John, Ed.; Byrd, David M., Ed.
Research on Effective Models for Teacher Education. Teacher Education Yearbook VIII.
PUB DATE- 00
NOTE- 273p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Alternative Teacher Certification; Beginning Teacher Induction; Educational Change; Educational Quality; Elementary Secondary Education; *Faculty Development; Higher Education; Inquiry; *Inservice Teacher Education; Mathematics Education; Mentors; Models; Portfolios (Background Materials); *Preservice Teacher Education; Reflective Teaching; Science Education; Teacher Collaboration; Teacher Improvement; Teacher Researchers; Urban Schools

This yearbook addresses the nation's need to train and retain good teachers, exploring exemplary practices in teacher education. There are four sections divided into 12 chapters. The book begins with a forward, "Research on Effective Models for Teacher Education: Powerful Teacher Education Programs" (E.M. Guyton). Section 1, "Models for Enhancing the Professional Development of Teachers: Overview and Framework"

Teacher Narrative as Critical Inquiry. Rewriting the Script. The Practitioner Inquiry Series.
PUB DATE- 00
NOTE- 191p.; Produced with Ruth Kupfer, Carol MacDaniels, Toni Siedel, and John Skretta. Foreword by Bonnie Sunstein.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Elementary Secondary Education; Higher Education; *Individual Development; Lesbianism; *Personal Narratives; Power Structure; Preservice Teacher Education; *Story Telling; *Student Teachers; Teaching Conditions
IDENTIFIERS- Privilege; *Professional Identity

This book explores the power of narrative in understanding the complexities and contradictions of what it means to develop as a teacher. It argues that the development of a professional identity is inextricable from personal identity, suggesting that when teachers have the opportunity to compose their own stories of learning within a supportive community, they can begin to compose new narratives of identity and practice. Through case study profiles of teachers coping with change in their teaching and their lives, the book demonstrates how teachers' narrative constructions serve to define their teaching practice and identities. The nine chapters are: (1) "The Interplay of Subjectivity, Experience, and Narrative in Teacher Development"; (2) "Dual Apprenticeships: Conflicting Narratives in Teacher Preparation"; (3) "Untheorized Experience: Crisis of Authority"; (4) "Reclaiming and Revising Personal and Professional Identities"; (5) "Renaming as an Act of Resistance" (Carol MacDaniels); (6) "Claiming Authority: Learning to Trust My Questions" (Toni Siedel); (7) "Privilege as Possibility" (John Skretta); (8) "Retracing My Journey toward Self-Acceptance and Effectiveness as a Lesbian Teacher" (Ruth Kupfer); and (9) "Toward Supporting Resistance and Revision." (Contains approximately 90 references.) (SM)

ED 442 770 SP 039 297

Denton, Paula; Kriete, Roxann
The First Six Weeks of School. Strategies for Teachers Series.
PUB DATE- 00
NOTE- 232p.; Supported by the Shinnyo-En Foundation.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Class Activities; *Classroom Environment; *Classroom Techniques; Elementary Education; Elementary School Teachers; *Lesson Plans; *Planning; Teacher Expectations of Students

This book is a comprehensive guidebook that shows K-6 teachers how to structure the first 6 weeks of school in order to lay the groundwork for a productive year of learning. The book features: (1) daily plans for the first 3 weeks and commentary about these plans at three grade levels: primary (K-2), middle (3-4), and upper (5-6); (2) detailed guidelines for building community, creating rules and teaching routines, introducing an engaging curriculum, fostering autonomy, integrating social and academic learning, and establishing high expectations for learning and behavior; and (3) an extensive collection of games, activities, greetings, songs, read-alouds, and resources for use during the early weeks of school. The book also

For combined pretest/posttest data, the substantial test-retest correlations for first-order factors were not adequately explained by higher order factors. A multi-cohort, multi-occasion analysis of mean differences showed strictly linear declines that were smaller for Learning-related scales than Performance-related scales. While results supported the Big-Two-Factor Theory, there was considerable variance in each of the eight scales that was reliable at any one time and stable over time but unexplained by the higher-order factors. (Contains 72 references.) (SM)

ED 442 790 SP 039 322

Marsh, Herbert W.; Kong, Chit-Kwong; Hau, Kit-Tai
Longitudinal Multilevel Models of the Big Fish Little Pond Effect on Academic Self-Concept: Counterbalancing Contrast and Reflected Glory Effects in Hong Kong Schools.
SPONS. AGENCY- Australian Research Council.
PUB DATE- 99
NOTE- 47p.; "This longitudinal study is part of an ongoing educational policy research project that was initiated by the Educational Research Section of the Hong Kong Education Department." The first author's travel was partially funded by the Chinese University of Hong Kong.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Foreign Countries; High School Students; High Schools; *Self Concept; *Student Attitudes
IDENTIFIERS- *Big Fish Little Pond Effect; *Hong Kong

Longitudinal multilevel path models (7,997 students, 44 high schools, 4 years) evaluated the effects of school-average achievement and perceived school status on academic self-concept in Hong Kong, a collectivist culture with a highly achievement-segregated high school system. Consistent with a priori predictions based on the big-fish-little-pond effect (BFLPE), higher school-average achievements led to lower academic self-concepts (contrast effect), whereas higher perceived school status had a counter-balancing positive effect on self-concept (reflected glory, assimilation effect). The negative BFLPE was the net effect of counterbalancing influences, stronger negative contrast effects, and weaker positive assimilation effects, so that controlling perceived school status led to purer, and even more negative, contrast effects. Attending a school where school-average achievement is high simultaneously results in a more demanding basis of comparison for one's own accomplishments (the stronger negative contrast effect) and a source of pride (the weaker positive assimilation effect). (Contains 57 references.) (Author/SM)

ED 442 791 SP 039 323

DePaul, Amy
Survival Guide for New Teachers: How New Teachers Can Work Effectively with Veteran Teachers, Parents, Principals, and Teacher Educators.
PUB DATE- 00
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

reduced the test-overlap rate. (Contains 3 tables, 1 figure, and 25 references.) (Author/SLD)

ED 442 810 TM 031 230

Witta, E. Lea
Effectiveness of Four Methods of Handling Missing Data Using Samples from a National Database.
PUB DATE- 00
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Databases; *National Surveys; *Research Methodology; *Sample Size
IDENTIFIERS- *Missing Data; National Education Longitudinal Study 1988

The effectiveness of four methods of handling missing data in reproducing the target sample covariance matrix and mean vector was tested using three levels of incomplete cases: 30%, 50%, and 70%. Data were selected from the National Education Longitudinal Study (NELS) database. Three levels of sample sizes (500, 1000, and 2000) were used. The assumption of missing data completely at random was violated in all samples. Results indicate that listless deletion was most effective in replicating the target mean vector and covariance matrix. (Contains 2 tables, 1 figure, and 19 references.) (Author/SLD)

ED 442 811 TM 031 231

Phye, Gary D.
Engaging Technology & Learning Opportunities: Technology Assessment Tools.
PUB DATE- 00
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Classroom Observation Techniques; *Educational Technology; Elementary Secondary Education; *Evaluation Methods; *Learning; Models; Teacher Attitudes; *Teaching Methods; *Test Construction

This paper focuses on the development of instruments to measure technology integration in learning environments. The model used as the basis for these instruments is the Technology Effectiveness Framework developed at the North Central Regional Educational Laboratory and described in "Designing Learning and Technology for Educational Reform" (B. Jones, J. Nowakowski, C. Rasmussen, and G. Valdez, 1994). Based on this model, the following instruments were developed: (1) a classroom observation instrument; (2) a teacher report of classroom observation; (3) teacher beliefs and practices instrument; (4) teacher technology use instrument; (5) student technology use instrument; and (6) a survey of technology infrastructures. Participants were teachers at 5 high schools at which 35 classroom observations were performed. After pilot testing of the instruments, the instruments were refined. The six perceived value of the proposed change, and extent to which the change addressed a relevant practice problem. A unifying theme among the three items was their strong practice orientation. All four of Cervero's categories (nature of the learner, the CE program, the proposed change, and the social system) were represented in the top 12 items, with items related to the proposed change and the social system rated the highest. A principal components analysis with varimax rotation resulted in five subscales (CE Program, Difficulty in Implementing, Willing and Able, Experience and Education, and Application to Practice) and accounted for 47% of the explained variance in variables influencing the likelihood of practice change. The findings reinforce the usefulness of Cervero's notion of a multivariate framework when studying the relationship between CE and practice change. (Contains 2 tables and 38 references.) (Author/SLD)

ED 442 832 TM 031 252

Yung, Benny Hin-Wai
Biology Teachers' Struggle with the Issue of Fairness in a School-Based Assessment Scheme.
PUB DATE- 00
NOTE- 23p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (73rd, New Orleans, LA, April 28-May 1, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Biology; *Equal Education; Evaluation Methods; Foreign Countries; Laboratory Procedures; *Science Teachers; Secondary Education; *Student Evaluation
IDENTIFIERS- Discourse; *Fairness; Hong Kong

This interpretive study of the implementation of a school-based assessment scheme of biology practical work in Hong Kong examines the struggles of three teachers with the issue of fairness in relation to their classroom actions. Though the teachers' discourses were dominated by, and their classroom actions were pre-eminently influenced by, the notion of fairness, they did so in three qualitatively different ways: (1) fair in the sense of assessing students on a fair basis; (2) fair in the sense of not jeopardizing students' chances to learn the subject matter while they are being assessed; and (3) fair in the sense of not depriving students' opportunities of receiving an all-round education. The implication is that assessment innovation is a necessary but not sufficient mechanism for changes within the educational system. It should be undertaken with full regard to problems of teacher interpretation and mediation at the classroom level. Otherwise, this will ruin the best intentions behind the assessment innovation. (Contains 1 table and 40 references.) (Author/SLD)

ED 442 833 TM 031 253

Shultz, Greta S.
Rethinking Inquiry: Toward a Poststructuralist Analytics of Knowledge Production Education.
PUB DATE- 00
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Foreign Countries; Health Services; Higher Education; *Problem Based Learning; Student Attitudes; *Student Motivation; *Undergraduate Students
IDENTIFIERS- *Commitment

Problem-based learning is an approach to professional education that stresses the use of real life problems in education. This paper focuses attention to the commitment of students to engage in the problem-based learning process. Subjects, approximately 1,300 undergraduates in a health sciences curriculum, completed a questionnaire covering various dimensions of problem based learning. In addition to commitment, these variables were investigated: (1) group functioning; (2) tutor functioning; (3) prior knowledge; (4) the quality of instructional materials; (5) time spent on study; (6) achievement; and (7) increased interest. As was hypothesized, commitment was found to be a potent determinant of achievement, representing one of the strongest relationships in the model. (Contains 1 figure, 3 tables, and 21 references.) (Author/SLD)

ED 442 853 TM 031 273

Rozell, Diann S.
Contingency Table Statistics and Educational Reality: Problems with the Chi-Square Statistic.
PUB DATE- 99
NOTE- 24p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Point Clear, AL, November 16-19, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Chi Square; *Educational Research; Statistical Significance
IDENTIFIERS- *Contingency Tables

The Pearson chi-square test can be useful in situations in which the researcher wishes to compare observed versus expected frequencies in categories, or cells, or a contingency table. Although these tests can be useful, various problems associated with their use and interpretation are common. First, the chi-square test is often the result of weak research questions. Second, chi-square tests are often the result of weak or erroneous information about data. An educational research data set is used to illustrate that statistically significant chi-squares often do not inform the researcher about the contributions of the cells in the contingency table, resulting in unclear conclusions or the use of additional statistical tests, neither of which is a promising alternative. (Contains 3 tables and 24 references.) (Author/SLD)

ED 442 854 TM 031 274

Arenson, Ethan
Estimating Error in State-to-NAEP Linkages, Part I: Mean Plausible Value Distributions from a Simple Model.
PUB DATE- 00
NOTE- 38p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

subscales. The results show that, in some subscales, the Cronbach alpha obtained from this study appear to be slightly better than the indices reported in the manual. Overall, the alpha coefficients obtained in this study reasonably matched those reported in the LASSI manual. (Contains 2 tables, 4 figures, and 16 references.) (Author/SLD)

ED 442 874 TM 031 300

Huyhn, Huynh
On Item Mappings and Statistical Rules for Selecting Binary Items for Criterion-Referenced Interpretation and Bookmark Standard Settings.
PUB DATE- 00
NOTE- 10p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New Orleans, LA, April 25-27, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bayesian Statistics; *Criterion Referenced Tests; *Selection; Standards; Test Construction; Test Interpretation; *Test Items
IDENTIFIERS- *Mapping; *Standard Setting

Item mappings are widely used in educational assessment for applications such as test administration (through test form assembly and computer assisted testing) and for criterion-referenced (CR) interpretation of test scores or scale anchoring. Item mappings are also used to construct ordered item booklets in the CTB/McGraw Hill Bookmark standard setting procedure. Selection rules for mapping the items vary with the purpose of the mapping. The objective of this paper is to categorize various types of item mappings, to describe ways to assess the consequences of a given item selection rule for mapping a binary item, and to provide a general empirical Bayes framework from which specific selection rules can be derived. A comparison is made on the maximum information (MI) rules and those derived from an empirical Bayes (EB) approach. It is noted that the EB rules coincide with the MI rules if the correction for guessing formula is used to extend the EB rules for Rasch and two parameter logistic items to the EB rules for three parameter logistic items. (Contains 13 references.) (Author/SLD)

ED 442 875 TM 031 301

Huynh, Huynh
On Bayesian Rules for Selecting 3PL Binary Items for Criterion-Referenced Interpretations and Creating Booklets for Bookmark Standard Setting.
PUB DATE- 00
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bayesian Statistics; *Criterion Referenced Tests; *Selection; Standards; Test Construction; Test Interpretation; *Test Items
IDENTIFIERS- Rasch Model; *Standard Setting; *Three Parameter Model

Duncan-Andrade, Jeff; Morrell, Ernest
Using Hip-Hop Culture as a Bridge to Canonical Poetry Texts in an Urban Secondary English Class.
PUB DATE- 00
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Culturally Relevant Education; *Poetry; *Popular Music; Secondary Education; Secondary School Students; Teaching Methods; *Urban Schools
IDENTIFIERS- *Hip Hop Generation; *Rap Music

This paper argues that hip-hop music is an effective way to reach previously marginalized urban youth and to teach them critical and analytical skills necessary for succeeding in school. It suggests that students learn more effectively when motivated, and hip-hop music is a tremendous motivating force for urban youth. It is also a legitimate voice of urban youth resistance and a viable literary genre worthy of serious academic contemplation. The first section shows how students are more inclined to develop literacy skills if they have a cultural frame, which will help them understand the material presented during instruction. The second section argues that rap music and urban youth are closely aligned, discussing the literary viability of rap texts, their worthiness for serious academic study, and their ability to be used to scaffold complex literary concepts. The third section looks at a high school unit that was created to incorporate elements of popular culture as well as to facilitate the critical understanding of canonical literary texts. The fourth section initiates a discussion of the effectiveness of the unit, suggests possible strategies for interacting with the data, and brainstorms the implications of this information for future research. (Contains 17 references.) (SM)

ED 442 894 UD 033 635

Rahm, Jrene
A Look at Youth-Initiated Dialogue in an Inner-City Gardening Program.
PUB DATE- 00
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Dialogs (Language); Gardening; *Inner City; Interpersonal Communication; Sexual Orientation; Youth Programs
IDENTIFIERS- Conversational Analysis

Recent years have seen a growing interest in the role of dialogue in children's learning and conception of self. Most research to date has focused on the elements and functions of classroom discourse and on adult-child or teacher-pupil conversations in educational settings. Little is known, however, about children's informal talk in which children themselves take on a leading conversational role. This paper examines a youth initiated conversation about sexual orientation, which emerged

(Emanuel Tobier) and (2) "Public Schools That Work" (Clara Hemphill). Part 2, "Governance," includes: (3) "The Difference between Charter Schools and Charterlike Schools" (Pearl Rock Kane); (4) "Contractual Constraints on School Management: Principals' Perspectives on the Teacher Contract" (Dale Ballou); and (5) "The Bronx Leadership Academy High School: The Challenges of Innovation" (Lee Stuart). Part 3, "Defining Good Pedagogy," includes: (6) "The Teacher Crisis and Educational Standards" (Stephan F. Brumberg); (7) "Teaching Reading: Phonics and the Whole-Language Method" (Joanna P. Williams); (8) "Teaching Language Minorities: Theory and Reality" (Christine H. Rossell); and (9) "The Education of Handicapped Children" (Frank J. MacChiarola). Part 4, "Nonpublic Schools," includes: (10) "Catholic Schools" (Paul T. Hill and Mary Beth Celio); (11) "Jewish Day Schools" (Marvin Schick); and (12) "Historically Black Independent Schools" (Gail Foster). Part 5, "Choice," includes: (13) "Public School Choice: A Status Report" (Paul Teske, Mark Schneider, Christine Roch, and Melissa Marschall); (14) "When Low-Income Students Move from Public to Private Schools" (Paul E. Peterson and William G. Howell); and (15) "School Finance Reform: Introducing the Choice Factor" (Thomas Nechyba and Michael Heise). (SM)

ED 442 915   UD 033 657

Johnson, Kirk A.
Do Computers in the Classroom Boost Academic Achievement? A Report of the Heritage Center for Data Analysis.
PUB DATE- 00
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Computer Uses in Education; Elementary Secondary Education; National Competency Tests; Public Schools; *Reading Achievement; *Reading Instruction; Sex Differences; Teaching Methods
IDENTIFIERS- National Assessment of Educational Progress

This report analyzes computer usage in the classrooms of teachers who are at least moderately well-prepared in the use of computers for reading instruction. Data from the 1998 National Assessment of Educational Progress (NAEP) database were used to analyze the influence of computers on academic achievement. The NAEP, which is administered in 4th, 8th, and 12th grade, provides test scores as well as background information on students, their teachers, and their school administrators. This analysis considered the effect of computers in the classroom by analyzing six factors: frequent in-class computer use by trained teachers; race and ethnicity; parents' educational attainment; number of reading materials in the home; free or reduced-price lunch participation; and gender. Results indicate that students with at least weekly computer instruction by well-prepared teachers do not perform any better on the NAEP reading test than do students who have less or no computer instruction. Variables such as race, income, home environment, and parents' college attendance are all significant factors in explaining differences in reading test scores. Girls score slightly higher than boys on the NAEP reading exam in 4th and 8th grade. An appendix presents results of the statistical models. (SM)

ED 442 916   UD 033 659

Johnson, Kirk A.
The Peer Effect on Academic Achievement among Public Elementary

ED 442 460   IR 020 045

Sheppard, Bruce
Organizational Learning and the Integration of Information and Communication Technology in Teaching and Learning.
PUB DATE- 00
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (AERA) (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Computer Mediated Communication; Computer Uses in Education; *Educational Administration; *Educational Change; *Educational Development; Elementary Secondary Education; Foreign Countries; *Instructional Innovation; *Leadership
IDENTIFIERS- Canada; *Technology Integration

This paper describes case studies of 15 schools in one Canadian province that have been involved in a national project directed at the integration of information and communication technology (ICT) into teaching and learning. By focusing on a specific change related to the integration of ICT, the research explored two primary questions: (1) What factors facilitate or inhibit organizational learning? and (2) What are the sources of leadership that influence organizational learning and what is the nature of that leadership? Of the 15 schools studied, 6 were identified as innovative, 4 as moderately innovative, and 5 as static. Findings are described in detail for each of these three categories. The study provides empirical evidence to show that changing school practices, such as using ICT in teaching and learning, is very much dependent upon the level of organizational learning in a particular school. Findings also present evidence that formal planning processes provide continuity of organizational learning only if there exists a critical mass of leadership to facilitate the process. Contains 36 references. (AEF)

ED 442 461   IR 020 059

Schumacker, Randall E.
Educational Research Methods: A Web Course.
PUB DATE- 00
NOTE- 8p.; Paper presented at the Annual Meeting of the American Educational Research Association (AERA) (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Educational Research; Higher Education; Learning Activities; Publications; *Research Methodology; Scholarly Journals; *Student Research; *World Wide Web

An introduction to various types of research methods for students in education and psychology is not only informative, but it also allows students to better understand the advantages and disadvantages of both quantitative and qualitative research methods. A valuable exercise in the Web-based course for helping students identify what type of research methods are being used would be for students to investigate journals in

course success rates differ between students who complete traditional or computer-assisted Math 23 or Math 27 courses? (4) How do success and retention rates compare for Math 29 (trigonometry) students who first took Math 42 (precalculus algebra) and those who do not? and (5) How do success and retention rates in Math 65A (analytic geometry and calculus) compare between students who completed Math 29 & 42 or Math 29 & 63 (precalculus mathematics)? Cohorts of students were followed between spring 1996 and spring 1999. Students receiving passing grades or credit were defined as successful, and students who did not withdraw from the course were defined as retained. Results indicate few significant differences between traditional and computer-assisted course formats in terms of student outcomes. The two greatest predictors of success and retention were course load and prior grade point average. (Contains 68 tables.) (RDG)

ED 442 481 JC 000 403

Student Characteristics and Enrollment Trends, 1995-1999. Research Report.
PUB DATE- 99
NOTE- 36p.; Cover title varies.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Annual Reports; Community Colleges; *Enrollment; *Enrollment Trends; Institutional Research; Place of Residence; Regional Characteristics; School Community Relationship; *School Demography; *Student Characteristics; Tables (Data); *Two Year College Students; Two Year Colleges

This report contains 22 tables and 25 figures showing student characteristics and enrollment trends from 1995 to 1999 for Cuesta College. Section 1 presents five-year student characteristics and enrollment trends; Section 2 outlines enrollment by Cuesta College educational region, 1998-99. Both sections contain data on enrollment status, course load, units and degrees completed, gender, ethnicity, age, disabilities, geographic region, educational objectives, and students from local high schools. Highlights include: (1) enrollment at Cuesta College is at an all-time high of 9,229 students and continues to increase; (2) the proportion of students carrying fewer than six units has decreased (31.3%), and the proportion of students carrying more than 15 units has increased (6.4%); (3) there is a continual increase in the number of students with disabilities; (4) the San Luis campus is divided almost equally between male and female students, while the North County campus boasts a female enrollment of 67.7% of the student body; and (5) the percentage of historically underrepresented ethnic minority students increased at each campus in 1999. Appendices include: (1) Enrollment history, 1965-99; (2) Local residency of students at all sites, 1998-99; (3) Local residency of students at San Luis Obispo campus, 1999; (4) Local residency of students at North County campus, 1999; (5) Local residency of students at South County campus 1999; and (6) Regional enrollment comparisons, 1999. (RDG)

ED 442 482 JC 000 404

Biennial Report, 1997-99.
PUB DATE- 99
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

Taffy, Fred

Understanding the High School Proficiency Test and the Early Warning Test in Relation to HCCC Enrollment Trends.

PUB DATE- 99

NOTE- 11p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Aptitude Tests; *Basic Skills; Community Colleges; *Educational Testing; High School Students; High Schools; Program Development; Qualifications; School Holding Power; Standardized Tests; Two Year Colleges

IDENTIFIERS- *Early Warning Test NJ; New Jersey; *New Jersey High School Proficiency Test

The Grade 11 High School Proficiency Test (HSPT) and the New Jersey Early Warning Test (EWT) are two key standardized tests that indicate academic ability of county high school graduates which colleges will need to address. While HSPT scores for county high school districts reflect a range of competency in reading, math, and writing, the majority of Hudson County Community College (HCCC) students (71%) come from districts (Jersey City, Union City, and Guttenberg/West New York) that in general do not perform well on the three sections of the HSPT. When one considers the weak academic foundation of so many of the college's students, it should come as no surprise that a large number of students must take courses to develop basic math/English skills and that retention is a challenge for the college. The college must keep these results in mind as it projects needed resources to help upcoming, underprepared students make the transition to college readiness. Indeed, over the course of its history, HCCC has committed resources and sponsored a number of programs and initiatives designed to assist students in developing college ready skills. (JA)

ED 442 502 JC 000 426

Washington Community and Technical Colleges Fall Enrollment & Staffing Report, 1999.

PUB DATE- 99

NOTE- 94p.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Annual Reports; College Faculty; *Community Colleges; *Enrollment Trends; *Institutional Characteristics; *Outcomes of Education; *State Colleges; Student Characteristics; Tables (Data); *Technical Institutes; Two Year Colleges

IDENTIFIERS- *Washington Community and Technical Colleges

This report provides a snapshot of enrollments in Washington community and technical colleges during fall 1999. In addition to analysis of the system as a whole, this report includes an extensive set of tables by college. It addresses the questions most commonly raised regarding the state's community and technical colleges. The report contains the following sections: Highlights of 1999, Introduction, Enrollments, Students Served: Demographics, Selected Program Student Characteristics, State-Supported Course Enrollment, Contract-Supported Course Enrollment, Staff, and by College. Highlights of Fall 1999 includes the following: the state's colleges served an increase of 3.8% in full-time equivalent students (FTES) over 1998; 53%

Two Year Colleges
IDENTIFIERS- *Dalton State College GA

This report about Dalton College's (Georgia) includes: a college profile update and information on the mission and core purposes, institutional accreditation, undergraduate programs, degrees and certificates, and senior administrative and academic personnel. The College is one of only four University System institutions in Georgia with a comprehensive Technical Division, jointly funded by the Board of Regents and the State Department of Technical and Adult Education. In September 1998, the Board of Regents approved three bachelor's degree programs for the College designed to meet the needs of business and industry and related industries in Northwest Georgia. Along with other University System of Georgia institutions, the College converted from the quarter system to the semester system in August 1998. It offers 89 associate degree and certificate programs and approximately 340 courses. The fall 1998 equivalent full-time enrollment was 1,822, and the operating budget for the 1998 fiscal year was 17.3 million dollars. Degrees and certificates conferred to students between July 1, 1997, and June 30, 1998, were as follows: Associate of Science, 36 percent; Associate of Applied Science, 22 percent; Certificates, 22 percent; Associate of Science--Nursing (RN), 12 percent; and Associate of Arts, 9 percent. (JA)

ED 442 522   JC 000 452

Codjoe, H. C.
Dalton College Occasional Reports #1.
PUB DATE- 97
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Programs; *Community Colleges; *Educational Finance; *Enrollment; *Institutional Characteristics; Institutional Mission; *State Colleges; Technical Education; Two Year Colleges
IDENTIFIERS- *Dalton State College GA

This report about Dalton College (Georgia) presents information on the college, mission, institutional accreditation, undergraduate programs, degrees and certificates, instructor rank types, course component types, and senior administrative and academic personnel. The college is one of only four University System of Georgia institutions with a comprehensive Technical Division, jointly funded by the Board of Regents and the State Department of Technical and Adult Education. In 1996, the college assumed responsibility for the Dalton School of Health Occupations, bringing to the college certificate programs in Licensed Practical Nursing, Paramedic Technology, and EMS Technology. It offers 84 associate degree and certificate programs and approximately 420 courses. The fall 1997 equivalent full-time enrollment was 2,210 and the operating budget for the 1997 fiscal year was 15.4 million dollars. The college aims to provide opportunities for self-fulfilling and productive living by enabling students to prepare for advanced studies at other institutions, to equip themselves for careers of gainful employment, to develop their individual, professional, and vocational competencies, and to enrich their physical and cultural lives. The report includes a list of undergraduate programs, degrees, and certificates; instructor rank types; course component types; and college administrators. (JA) abuse, violence, inequity, and discrimination; (6) ensure that young people have opportunities to participate in decisions about their healthy development and encourage them to make healthy life choices; (7) strengthen the capacity of communities to promote and improve healthy child and youth development; and (8) develop collaborative, cost-effective strategies to achieve measurable improvements in health outcomes for children and youth. Part 3 of the document describes initiatives at the community, provincial, and federal levels to meet these national goals. (KB)

ED 442 541 PS 028 021

Hays, Sharon
The Cultural Contradictions of Motherhood.
PUB DATE- 96
NOTE- 272p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Child Rearing; Cultural Influences; *Employed Parents; *Mother Attitudes; *Mothers; *Parent Child Relationship; Parent Education; *Social Attitudes; Social Change
IDENTIFIERS- Brazelton (T Berry); Historical Background; Spock (Benjamin)

Arguing that the contemporary cultural model of socially appropriate mothering takes the form of an ideology of "intensive mothering," this book explores the contradictions manifested by pressures on mothers to expend time, energy, and resources on raising children when so many women are in the workplace, and by the unselfish nurturing that guides mothers in a culture motivated by self- interested gain. The book draws on three types of data: the history of ideas about child rearing, a textual analysis of best-selling contemporary child-rearing manuals, and interviews with mothers. Chapter 1 of the book explores a disagreement between a mother and her boss in order to lay out the problem addressed by the remainder of the book. Chapter 2 charts the historical construction of contemporary ideas regarding child rearing, childhood, and mothering. Chapter 3 examines the approaches of the three top-selling authors of contemporary child-rearing manuals: Dr. Benjamin Spock, Dr. T. Berry Brazelton, and Penelope Leach. The remaining chapters present the words of contemporary mothers. Chapter 4 explores diversity among mothers, examining differences among individual women as well as the more systematic differences that follow from social-class background. Chapter 5 moves from differences to similarities, outlining the central tenets and overall logic of appropriate child rearing as it is elaborated by mothers themselves. Chapter 6 considers the important question of how paid working mothers and stay-at-home mothers make sense of their respective positions, showing that both groups share a deep commitment to the ideology of intensive child rearing. Chapter 7 concludes the book, attempting to untangle the social roots of the paradoxical persistence of the ideology of intensive mothers. This chapter argues that the ideology of intensive mothering is protected and promoted because it holds a fragile but nonetheless powerful cultural position as the last best defense against what many people see as the impoverishment of social ties, communal obligations, and unremunerated commitments. (Includes extensive notes, by chapter, and a 369-item bibliography.) (HTH)

(141)
DESCRIPTORS- Comparative Analysis; Contraception; Developed Nations; Developing Nations; Educational Attainment; *Equal Education; *Family Planning; Foreign Countries; *Mothers; Public Policy; Quality of Life; Research Needs; *Social Indicators; Statistical Analysis; *Well Being
IDENTIFIERS- *Indicators; *Parent Needs

Noting that the well-being of children and that of mothers cannot be separated, this report provides information on the well-being of mothers worldwide. The report compares the status of mothers in 20 industrialized nations and in 86 developing countries, and creates a Mothers' Index measuring the overall status of mothers. The Mothers' Index is a composite of elements contributing to a woman's well-being, including health status, modern contraceptive use, literacy, and participation as national government officeholders; and elements contributing to a child's well-being, including infant mortality rate, access to safe water, primary school enrollment, and nutritional status. Data were based on published statistics from governments, international agencies, and research institutions. The report affirms the strong link between the well-being of mothers and children and identifies two factors that make a vital difference in their well-being: female education and access to--and use of--family planning services. The report also finds that national wealth alone does not guarantee the welfare of mothers and children. Recommendations from the analysis include the following: (1) ensure access to quality education for both women and girls; (2) ensure that all women have access to high quality, voluntary family planning services, in the context of broader maternal and child health services; (3) improve current research and conduct new studies that focus specifically on mothers; and (4) close the gap in mothers' and children's well-being among marginalized populations in industrialized countries. Appended is each country's score for each component of the Mother's Index, a description of the methodology, and research notes. (KB)

ED 442 561 PS 028 640

Sieben, Inez; Rosenberg, Terry J.; Bazile, Yoly
The Role of WIC Centers and Small Businesses in Enrolling Uninsured Children in Medicaid and Child Health Plus. Field Report.
SPONS. AGENCY- Commonwealth Fund, New York, NY.
PUB DATE- 00
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Child Health; Children; Community Education; *Enrollment; Federal Programs; *Health Insurance; Low Income Groups; Models; *Outreach Programs; Parent Education; *Parents; Program Effectiveness; Program Evaluation; Small Businesses; Social Agencies; Welfare Recipients
IDENTIFIERS- Childrens Health Insurance Program; New York; Women Infants Children Supplemental Food Program

Federal funding for children's health insurance may significantly reduce the problem of uninsured children in New York and subsequently improve child outcomes. This study evaluated the effectiveness of two program models in educating parents about available sources of health insurance and in increasing enrollment of uninsured children into Medicaid or Child Health Plus (CHP), New York's insurance program for children of low-income families. One model targeted low-income families of shared activity did not seem to matter. (KB)

ED 442 579   PS 028 672

Becker, Nettie
A Comprehensive Guide for Caregivers in Day-Care Settings: Training Child Care Workers and Parents To Reduce the At-Risk Factor in Infants and Young Children.
PUB DATE- 99
NOTE- 209p.; Produced with Paul Becker.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *At Risk Persons; *Attachment Behavior; *Caregiver Child Relationship; *Child Caregivers; Class Activities; Day Care; Discipline; Early Childhood Education; Early Intervention; Emotional Development; Infant Care; Infants; Learning Activities; *Parent Child Relationship; Parent Education; *Young Children
IDENTIFIERS- Attachment Disorders; Day Care Quality; *Security of Attachment

Noting that millions of young American children are at-risk because they have been denied bonding and communication with a caring adult, this book serves as a call for national attention and provides a guide for developing the parenting skills needed by today's parents and child caregivers. The book contends that caregivers' qualifications must include a deep understanding of the child's psyche and the application of this knowledge to techniques of working with children. Chapter 1 uses the example of one at-risk toddler to examine the major reasons for the growing numbers of children at-risk because of the lack of a strong relationship with a caring adult, and why the economic reality for most American households will exacerbate the problem. Chapter 2 discusses criteria for a good early child care setting. Chapter 3 discusses the development of the mother-child attachment. Chapter 4 presents signs that a 6-month-old has missed the bonding process and suggests interventions, while chapter 5 suggests ways of restoring the confidence of troubled toddlers. Chapter 6 discusses ways to provide remedial mothering for at-risk 2- and 3-year-olds. Chapter 7 discusses the use of imaginative activities to replace negative expectations of at-risk preschoolers. Chapter 8 provides suggestions for building relationships between troubled 4-year-olds and other human beings. Chapter 9 describes special techniques for children with various impairments, such as autism, and vision or hearing impairments. Chapter 10 discusses a basic discipline philosophy, while chapter 11 focuses on the promise of early intervention for enhancing young children's lives. (Contains approximately 75 references.) (KB)

ED 442 580   PS 028 674

Fathers Matter! Involving Fathers in Children's Learning. A Kit for Educators and Other Professionals.
SPONS. AGENCY- Partnership for Family Involvement in Education (ED), Washington, DC.
PUB DATE- 00
NOTE- 76p.; Kit includes a 20-minute VHS videotape, "Excerpts from Fathers Matter!" that originally aired October 28, 1999, and a discussion guide for viewing the broadcast. Also included

Zealand Association for Research in Education (Melbourne, Australia, November 29-December 2, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Environment; *Cultural Awareness; Culturally Relevant Education; *Educational Practices; Foreign Countries; Indigenous Populations; Intermediate Grades; Junior High Schools; Participatory Research; *Teacher Effectiveness; *Teacher Student Relationship
IDENTIFIERS- *Australia (Western Australia); *Learner Centered Instruction

A profile of an effective teacher of Aboriginal Australian students was constructed based on research on the teaching of Aboriginal students. Using the profile as a framework, this paper reports on an ethnographic study of an effective teacher in action with Aboriginal students. The study consisted of semi-participative observation of a teacher of grades 6-7 in a Perth (Australia) metropolitan school in which 45 percent of the students were Aboriginal. Data were gathered via observation, conversation, and recorded interviews with the teacher, principal, and students. Elements identified as critical to effective teaching of Aboriginal students were: an understanding of Aboriginal culture and family background; the teacher's capacity to develop relationships based on openness, flexibility, empathy, and a collegial rather than authoritarian stance; a student-centered, relationship-based pedagogy featuring peer tutoring, small-group work, cooperative learning, and self-responsibility for learning and assessment; and the negotiation of curriculum and other educational processes with students. Behavioral boundaries were set in consultation with students. It is important to Aboriginal students that the behavior, not the student, be rewarded or sanctioned in private. Self-esteem, confidence, and social skills were enhanced in the classroom, although it seemed at times that academic teaching and learning were less intense than expected from a traditional Anglo perspective. (Contains 16 references.) (TD)

ED 442 598 RC 022 468

O'Sullivan, John M.
Small and Part-Time Farmers in the Southern Region.
SPONS. AGENCY- Economic Research Service (USDA), Washington, DC.; Farm Foundation, Chicago, IL.
PUB DATE- 00
NOTE- 12p.; Also sponsored by the TVA Rural Studies Program at the University of Kentucky, and 29 Southern land grant institutions.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Farmer Education; *Agricultural Trends; Community Development; Futures (of Society); Land Grant Universities; *Part Time Farmers; Policy Analysis; *Public Policy; Rural Extension; Rural Farm Residents
IDENTIFIERS- Agricultural Policy; *Small Farms; Sustainable Agriculture; *United States (South)

The loss of small farms in the South was dramatic from 1987 to 1997, with family farming becoming an increasingly rare phenomenon. Small farms are important to the local economic base. They purchase inputs locally, keep the tax base low, and analysis. Eight related educational strategies and class activities are suggested. (SV)

ED 442 616   RC 022 525

Gibbons, Sandra L.
Team Building through Physical Challenges.
PUB DATE- 99
NOTE- 8p.; In: Connections '99. Proceedings of a Faculty Conference (5th, Victoria, British Columbia, Canada, May 1999); see RC 022 523.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adventure Education; Educational Research; Elementary Secondary Education; Group Dynamics; Outdoor Education; *Physical Education; Problem Solving; *Self Concept; *Student Attitudes; *Team Training; Teamwork
IDENTIFIERS- Challenge Courses (Outdoor Activities); Outward Bound

The enhancement of positive self-concept has been identified as a key benefit of participation in team-building programs. This paper reviews research on the impact of team-building activities that include demanding physical challenges on the self-concept of physical education students. Team Building through Physical Challenges (TBPC) is a program comprised of a series of 22 Outward Bound-type problem-solving tasks that can be readily incorporated into a physical education setting. For any individual to succeed, the entire group must master each task. Program developers contend that TBPC provides significant physical and social challenges, as well as problem-solving tasks, and therefore should lead to improved self-concepts related to self-worth, athletic competence, social acceptance, and scholastic competence. Studies of Outward Bound showed improvement in participants' self-concept in domains related to program goals. Studies of team-building activities in elementary and secondary physical education settings found no significant treatment effects. Two recent studies of the TBPC program with middle school students in physical education settings found that participation increased student perceptions of athletic competence and global self-worth, but that effects were significantly greater for males than females. An ongoing research project will assess the effects of TBPC on student self-concept in an all-female physical education class. (Contains 14 references.) (SV)

ED 442 617   RC 022 526

A Discussion Guide for UnCommon Knowledge: The "Voices of Girls" Documentary. Videotape .
SPONS. AGENCY- National Science Foundation, Arlington, VA.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 0p.; Film by John Nakashima and Charles "Chip" Hitchcock. For more information on the Voices of Girls project, see the Web site: http://www.ael.org/eric/voices/.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100)
DESCRIPTORS- Aspiration; *Disadvantaged; Documentaries; Elementary Education; *Elementary School Students; Enrichment; *Females; *Mathematics Education; Rural Education; Rural

DESCRIPTORS- *Cultural Influences; Elementary Secondary
Education; *Ethnic Bias; Higher Education; Minority Groups;
Science Education; *Teaching Methods

The numbers indicate that science teachers are not reaching ethnic minority students as effectively as they could. The research literature is rife with recommendations for remediation. But many of these cures do more to sustain a style of science education that perpetuates cultural bias than they do to help all students achieve. Multiculturalists and science teachers, who wish to maintain fidelity in the discipline, want all students to appreciate the scope and limitations of science, the cultural influences that have and will color it, the societal manifestations of it, and the opportunities inherent within it. But teachers should not abandon learning theory to "deliver" these notions when student inquiry will better provide for the construction of these meanings for each individual. (Contains 24 references.) (CCM)

ED 442 638 SE 063 603

Volkmann, Mark J.
Integrating Field Experience and Classroom Discussions: Vignettes as Vehicles for Reflection.
PUB DATE- 00
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Field Experience Programs; Field Instruction;
Higher Education; *Teacher Education; *Teaching Methods

Introduction to Education is the first course students take in the teacher preparation program at Purdue University. It provides an opportunity for students to experience teaching early in their teacher education program. The course consists of a field-based and a campus-based component. The field-based component consists of 10 observations of a local teacher's classroom over the course of a semester with the student assisting and participating as a teacher. The campus-based component addresses the theoretical aspects of learning to teach. Historically, the practical field-based component was dissociated from the theoretical campus-based component. The practical lessons encountered in the privacy of local classrooms were difficult to incorporate into the public space of the campus-based discussion. The practical quality of the field experience juxtaposed against the theoretical quality of the campus discussion resulted in poor student evaluations, indicating that the theoretical discussion lacked relevance. This paper reflects on the experiences of a new visiting assistant professor coordinating the course. (Contains 18 references.) (CCM)

ED 442 639 SE 063 604

Riggs, Iris M.
The Impact of Training and Induction Activities upon Mentors as Indicated through Measurement of Mentor Self-Efficacy.
PUB DATE- 00
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Beginning Teacher Induction; Elementary Secondary
Education; *Inservice Teacher Education; *Mentors; *Self

(120)
DESCRIPTORS- *Computer Software; *Computer Uses in Education; Elementary Secondary Education; *Individualized Instruction; *Mathematics Instruction; *Programming Languages

Four years ago, the authors started to develop a self-paced mathematics learning software called NPMaths by using an authoring package called Tencore. However, NPMaths had some weak points. A development team was hence formed to develop similar software called Mathematics On Line. This time the team used another development language called Scientific Notebook. In early 1998, the authors developed some question items using Maple as it includes the strong points of both Tencore and Scientific Notebook. Unfortunately, all the software mentioned above requires the downloading of the package into the local machine. All these packages (Tencore, Scientific Notebook, and Maple) do not have a convenient plug-in version suitable for Web browser application. The team recently developed similar software using Java. The first batch of question items using Java were used by more than 1,000 students. The Java development was not too successful because the downloading time was too slow, especially when many students are using the package at the same time. Currently the team is studying the possibility of using ActiveX to develop a learning package in which the downloading time is expected to be one-tenth of the Java downloading time. (Author)

ED 442 667 SE 063 806

Menck, Peter
Looking into Classrooms: Papers on Didactics. Issues in Curriculum Theory, Policy, and Research.
PUB DATE- 00
NOTE- 143p.; Introduction by Ian Westbury.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; Foreign Countries; *Mathematics Instruction; *Teaching Methods
IDENTIFIERS- *Didactic Teaching; *Germany

This book explores a set of fundamental problems in curriculum theory. It is a work from within the traditions of Bildungstheorie, human-science education theory, and Didaktik. Chapters include: (1) "Research in Education and Didactics in Germany"; (2) "Bildung: A Core Concept of German Didaktik"; (3) "General Didactics: A Theoretical Framework"; (4) "Can We (and What Can We) Learn from the History of Education?"; (5) "Content: Still in Question?"; (6) "Didactics As Construction of Content"; (7) "Throwing Dice: The Content of a Math Lesson"; (8) "The Formation of Conscience: A Lost Topic of Didaktik"; and (9) "Bild, Bildung, Weltbild." (Contains 85 references.) (ASK)

ED 442 668 SE 063 809

Kansas Curricular Standards for Mathematics.
PUB DATE- 99
NOTE- 283p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Standards; Algebra; *Benchmarking; Computation; Elementary Secondary Education; Geometry; *Mathematics Curriculum; Mathematics Education; Number

PUB DATE- 99
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Citizenship Education; Elementary Secondary Education; Law Related Education; *Prevention; *Service Learning; Social Studies; *Violence

This annotated bibliography identifies materials that focus on using service-learning as a tool for violence prevention. The references are divided into two broad categories: (1) "Discussions and Reports"; and (2) "Guides and Curricula." The bibliography contains more than 20 selections, including ERIC references, from the 1990s. It concludes with a list of eight organizations to contact for further information. (BT)

ED 442 690 SO 031 545

Shumer, Robert; Treacy, Ann; Hengel, Madeleine S.; O'Donnell, Lily
Recent Dissertations on Service and Service-Learning Topics.
SPONS. AGENCY- Corporation for National Service.
PUB DATE- 99
NOTE- 70p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Abstracts; Annotated Bibliographies; Citizenship Education; *Doctoral Dissertations; Elementary Secondary Education; Higher Education; Literature Reviews; *Service Learning

A brief literature review of dissertations from 1990 onward reveals that more than 110 studies have been completed on service and related topics. The intent of this literature review was to identify those academic studies. The collection of titles, authors, and abstract summaries presented focuses on the number and diversity of studies available. The review is divided into 16 chapters: (1) "Adult Service-Learning" (7 citations); (2) "Attitudes" (1 citation); (3) "Civic Education" (12 citations); (4) "Community Service" (29 citations); (5) "Disciplines" (7 citations); (6) "Diversity" (4 citations); (7) "Assessment Models" (29 citations); (8) "Personnel" (21 citations); (9) "Post-Secondary" (27 citations); (10) "Effects" (56 citations); (11) "Cross-Age Studies" (4 citations); (12) "Formal Schooling" (20 citations); (13) "Literature Reviews" (17 citations); (14) "Employment-Related Topics" (12 citations); (15) "Program Development" (12 citations); and (16) "Youth Development" (48 citations). Indexes are by authors, advisers, and universities. (BT)

ED 442 691 SO 031 547

Shumer, Robert; Cook, Charles
The Status of Service-Learning in the United States: Some Facts and Figures.
SPONS. AGENCY- Corporation for National Service.
PUB DATE- 99
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Involvement; Comparative Analysis; Educational Trends; High Schools; Higher Education; *School Community Programs; *Service Learning; Social Studies;

EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Comparative Education; Discourse Analysis; *Heuristics; Higher Education; Scholarship; Social Science Research
IDENTIFIERS- Jay (Martin); *Social Mapping

This paper responds to Martin Jay's imaginative proposal to "map...scopic regimes, or visual cultures." The intent in the paper was to demonstrate how such a reflexive "social cartography," or heuristic device might serve to identify and visualize difference within and between disputatious intellectual communities in a way that would open space for all knowledge perspectives discovered and promote a useful visual and verbal dialogue. In pursuit of some provisional answers, 28 illustrative examples of visual culture in comparative education discourse since the early 1960s were chosen, and from visual analysis of these sources, four scopic regimes, or visual subcultures, are identified in the paper. The paper is organized into three sections: (1) "Visual Representations in Modernity" illustrates how the three scopic regimes of modernity the technical rationalist (TR), the critical rationalist (CR), and the hermeneutical constructivist (HC) have their own favored rhetoric and forms of expression, as well as utilities and limitations; (2) "The Invention of a Social Cartography?" presents a personal narrative of how the social cartography project at the University of Pittsburgh has sought to elaborate and implement a new social mapping rationale and methodology; and (3) "The Emergence of Social Cartography" notes some possible implications of the deconstructive perspectivist regime (DP) for current theoretical debates, representational practice, and new opportunities to reposition the field vis-a-vis the human science in the coming millennium. According to the paper, the goal is to suggest something of the utility of heuristic social maps as new ways to both situate and open representational practice. (Contains 58 notes and 29 figures.) (BT)

ED 442 712 SO 031 837

Suleiman, Mahmoud F.
Teaching Social Studies Multiculturally: Implications for Teachers.
PUB DATE- 00
NOTE- 11p.; Portions of this paper were presented at the National Social Science Association Conference (Las Vegas, NV, March 26-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Diversity (Student); Elementary Secondary Education; *Multicultural Education; *Social Studies; Student Empowerment; Teacher Education; *Teacher Role
IDENTIFIERS- Implications

The changing demographics in U.S. institutions have contributed to the increasingly multicultural nature of classrooms. Thus, it is imperative that teachers become cultural brokers and social engineers who have the ability to lead and empower their students. The multicultural construct is seen as a conducive rationale to prepare teachers for the diverse democratic

China: Tradition and Transformation. Curriculum Projects.
Fulbright-Hays Summer Seminars Abroad Program 1996 (China).
SPONS. AGENCY- Center for International Education (ED),
Washington, DC.
PUB DATE- 96
NOTE- 732p.
LANGUAGE- English
EDRS Price- MF04/PC30 Plus Postage.
PUB TYPE- Collected Works - General
(020),Guides/Methods/Techniques (For Practitioners) - Classroom
Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; *Chinese Culture; *Cultural Context;
Elementary Secondary Education; Foreign Countries; Global
Approach; Social Studies; Study Abroad
IDENTIFIERS- *China; Chinese Art; Chinese Literature; Fulbright
Hays Seminars Abroad Program

These projects were completed by participants in the Fulbright-Hays summer seminar in China in 1996. The participants represented various regions of the U.S. and different grade levels and subject areas. The 15 curriculum projects in the collection are: (1) "Slide Narrative" (Debra Alexander); (2) "Peking Opera Painted Faces" (Kathleen Caruana); (3) "A Comparison of General Psychology Curricula between the United States and the People's Republic of China: A Content Analysis" (Wen-yen Chen); (4) "China Project: Greetings Researcher!" (Bob Coleman); (5) "The Dragon Roars" (Lamont C. Colucci); (6) "A Journey in Search of History" (Manfred Cripe); (7) "A Comparison of Educational Systems: United States, China, Japan" (Annette Drey); (8) "The Chinese Legal System: A Unit in Comparative Government" (Adrienne L. Green); (9) "Scaling the Wall: Visions and Revisions of China and Ourselves" (Diane S. Isaacs); (10) "The Floating Population: Challenges Confronting the People's Republic of China" (C. Norfleet Jeffries); (11) "The Search for China's Eternal and Elusive Tao: Past & Present" (Katherine Mervis); (12) "Foreign Policy with Chinese Characteristics: Course Outline for Seven-Week Module on Chinese Foreign Policy" (Erik Pratt); (13) "A Unit Studying Chinese Arts, Literature, and Cultural History for an Eastern World Literature Class" (Mary Beaman Risch); (14) "Chinese Culture and Civilization" (Richard S. Stewart); and (15) "Including Asian Women Poets in the Teaching of History" (Steven C. Teel). (LB)

ED 442 731 SO 031 897

China: Tradition and Transformation. Curriculum Projects.
Fulbright-Hays Summer Seminar Abroad Program 1997 (China).
SPONS. AGENCY- Center for International Education (ED),
Washington, DC.
PUB DATE- 97
NOTE- 805p.
LANGUAGE- English
EDRS Price- MF05/PC33 Plus Postage.
PUB TYPE- Collected Works - General
(020),Guides/Methods/Techniques (For Practitioners) - Classroom
Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; *Chinese Culture; *Cultural Context;
Elementary Secondary Education; Foreign Countries; Global
Approach; Social Studies; Study Abroad
IDENTIFIERS- *China; Chinese Art; Chinese Literature; Fulbright
Hays Seminars Abroad Program

These projects were completed by participants in the Fulbright-Hays summer seminar in China in 1997. The participants represented various regions of the U.S. and different grade

(F.K. Kochan), includes: (1) "Doing Math the Science Way: Staff Development for Integrated Teaching and Learning" (J.A. Thomas, S.B. Cooper, and J.A. Ponticell); (2) "Assessing the Impact of Sustained Professional Development on Middle School Mathematics Teachers" (J.E. Goodell, L.H. Parker, and J.B. Kahle); (3) "Teachers' Choices about Their Own Professional Development in Science Teaching and Learning" (D.L. Bainer and D. Wright); and a summary, "Teacher Professional Development as a Source of Educational Reform: Implications and Reflections" (F.K. Kochan). Section 2, "Inquiry and Reflection: Twin Needs for Improved Teacher Education" (W.R. Houston and A.R. Warner), includes: (4) "Teacher Research as Professional Development: Transforming Teachers' Perspectives and Classrooms" (A. Nevarez-La Torre and R. Rolon-Dow); (5) "Print and Video Case Studies: A Comparative Analysis" (J. Rowley and P. Hart); (6) "Teaching Portfolios: Tools for Reflective Teaching in Inner-City Teacher Induction" (A.L. Wood); and a summary, "Reflection on Inquiry and Reflection in Teacher Education: Implications and Reflections" (W.R. Houston and A.R. Warner). Section 3, "Mentoring, Social Interaction, and Transformations: Overview and Framework" (P.L. Troutman, Jr.), includes: (7) "Cohort Groups: An Effective Model in a Restructured Teacher Education Program" (K.E. Koeppen, G.L. Huey, and K.R. Connor); (8) "Returning To Learn: A Second-Career Prospective Teacher Struggles with Personal Experience as a Guide for Teaching" (M.L. Gomez, M.L. Page, and A.B. Walker); (9) "Reshaping the Profession One Teacher at a Time: Collaborative Mentoring of Entry-Year Teachers" (D.A. Williams and C.L. Bowman); and a summary, "Mentoring, Social Interaction, and Transformations: Reflections and Implications" (P.L. Troutman, Jr.). Section 4, "Effective Models for Alternative Programs in Teacher Education: Overview" (R.K. Hillkirk), includes: (10) "Fast-Track Teacher Education: Are We Adequately Preparing Teachers for California's Class-Size Reduction?" (B. Stone and S. Mata); (11) "Ten Years on the Fast Track: Effective Teacher Preparation for Nontraditional Candidates" (A.V. Paccione, B.A. McWhorter, and R.W. Richburg); (12) "The Impact of the Alternative Certification Policy: Multiple Perspectives" (J. Shen); and a summary, "Effective Models for Alternative Programs in Teacher Education: Implications and Reflections" (R.K. Hillkirk). (Individual chapters contain references.) (SM)

ED 442 751   SP 039 275

Burden, Paul R.
Powerful Classroom Management Strategies: Motivating Students to Learn.
PUB DATE- 00
NOTE- 177p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Achievement; *Classroom Techniques; Elementary Secondary Education; *Student Behavior; *Student Motivation; Student Participation; Students

This book describes how to use effective motivation in the classroom in order to increase student learning and decrease classroom management problems for K-12 classrooms. This book bridges the gap between theory and practice with useful applications of motivation theory. It enables teachers to determine the type of motivation their students need and addresses the issue of homework early in the school year. (Contains 49 references.) (SM)

ED 442 771   SP 039 299

Sudzina, Mary R.
Case Study Considerations for Teaching Educational Psychology.
PUB DATE- 00
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Case Method (Teaching Technique); Constructivism (Learning); *Educational Psychology; Evaluation Methods; Higher Education; Preservice Teacher Education; Student Teacher Evaluation; Teaching Methods

This paper examines the decisions, benefits, and difficulties in teaching educational psychology through a constructivist case study approach. Recent interest in and inquiry into constructivism, pedagogical content knowledge, and case study methodology are influencing the content and goals of educational psychology in teacher preparation. The content of educational psychology lends itself to authentic, active, and pragmatic applications of theory to school practices as well as to investigations of a variety of educational issues, perspectives, and contexts which can be viewed through case study, a constructivist problem-based approach to learning. Things to consider when organizing for case-based instruction include course content and setting, students, case sources, case selection, teaching strategies and assignments, and assessment. An important step in organizing for case-based teaching is having a conceptual framework to organize and facilitate case analysis, discussion, and assessment. A five-step framework involves: identifying issues and facts in a case; considering different perspectives in a case; identifying professional knowledge; projections that might be taken; and considering likely consequences of particular actions. Case instructors must decide the kinds of assessment measures needed to match their desired outcomes. (Contains 16 references.) (SM)

ED 442 772   SP 039 300

Salzman, James A.
Talking the Same Language: Training Mentors To Use the Pathwise Performance Assessment with Induction-Year Colleagues.
PUB DATE- 00
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Teacher Induction; *Beginning Teachers; Elementary Secondary Education; Evaluation Methods; Feedback; Higher Education; *Mentors; *Naturalistic Observation; *Performance Based Assessment; Preservice Teacher Education; *Student Teacher Evaluation

This study examined the use of the Pathwise Performance Assessment as a framework for helping prospective mentors to

DESCRIPTORS- *Beginning Teacher Induction; *Beginning Teachers; *College School Cooperation; Discipline; Elementary Secondary Education; Faculty Development; Higher Education; Mentors; *Parent Teacher Cooperation; Partnerships in Education; Principals; *Teacher Administrator Relationship; *Teacher Collaboration; Teaching Experience
IDENTIFIERS- Student Loan Marketing Association

This book presents the reflections of 53 award-winning first-year teachers who talk candidly about their successes and setbacks, emphasizing the relationships they formed with colleagues, university professors, and students' parents. It is based on discussions sparked by questions about supports that they needed in their first year of teaching and on their essays from the Sallie Mae First Class Teacher contest. Section 1 presents a message for new teachers that stresses the importance of support and describes new initiatives and national attention to the issue. Section 2 discusses working with veteran teachers, noting rewards and drawbacks. Section 3 focuses on working with parents, explaining why it is important and how to connect with parents. Section 4 discusses working with principals, looking at issues related to professional development, mentors, and discipline. Section 5 examines working with college and university education professors, discussing partnerships with local institutions. Section 6 concludes that first-year teachers need more support. A list of resources for beginning teachers is included. (Contains 16 resources.) (SM)

ED 442 792 SP 039 324

Glennen, Robert E.; Martin, David J.
The Hubbard Summer Academy for Future Teachers: Implications for Teacher Education.
PUB DATE- 00
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Career Choice; College Bound Students; Elementary Secondary Education; High School Seniors; High Schools; Higher Education; *Preservice Teacher Education; Student Attitudes; *Summer Programs; Teaching (Occupation)
IDENTIFIERS- Emporia State University KS

This study surveyed participants in the Hubbard Summer Academy for Future Teachers at Emporia State University, Kansas, which is designed to take the best and brightest high school seniors who are interested in becoming teachers and help them better understand what teachers do. The survey was mailed to all Summer Academy students who had graduated from the program between 1989-97. It sought information on: background and identifying data (name, age, address, Social Security number, family educational level, and income); college status (school attended, major, degrees received, grade point average, scholarships, and employment); and current employment and role they fulfilled if they were teaching. Respondents also provided information on civic and community activities, leisure time activities and hobbies, and the strongest aspects of the Summer Academy. Analysis of data from 116 respondents indicated that most participants were female, age 18-27 years, white, and unmarried. Students who attended the academy were very likely to pursue education as a career. Most respondents stayed in Kansas to obtain their education, and a large percentage chose Emporia State University. Respondents said that the Academy provided a valuable tool for helping them develop a clearer instruments work together to produce a picture of how a teacher combines pedagogy and technology in a classroom with access to technology. The instruments are attached. (Author/SLD)

ED 442 812 TM 031 232

Henson, Robin K.; Kogan, Lori R.; Vacha-Haase, Tammi
A Reliability Generalization Study of the Teacher Efficacy Scale and Related Instruments.
PUB DATE- 00
NOTE- 43p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Error of Measurement; *Generalization; Measurement Techniques; Meta Analysis; *Reliability; *Teacher Effectiveness
IDENTIFIERS- *Teacher Efficacy Scale

Teacher efficacy has proven to be an important variable in teacher effectiveness. It is consistently related to positive teaching behaviors and student outcomes. However, the measurement of this construct is the subject of current debate, which includes critical examination of predominant instruments used to assess teacher efficacy. The present study extends this critical evaluation and examines sources of measurement error variance in the Teacher Efficacy Scale (TES), historically the most frequently used instrument in the area. Reliability generalization was used to characterize the typical score reliability for the TES and potential sources of measurement error variance across studies. Other related instruments were also examined with regard to measurement integrity. The 52 articles selected yielded 213 useful observations, and 86 reliability coefficients. Findings suggest that the psychometric difficulties of the general teaching efficacy subscales are problematic with regard to measurement error, but that the TES, with one subscale exception, yielded the most variable reliability coefficients of all the instruments. (Contains 1 figure, 1 table, and 83 references.) (SLD)

ED 442 813 TM 031 233

Pommerich, Mary; Burden, Timothy
From Simulation to Application: Examinees React to Computerized Testing.
PUB DATE- 00
NOTE- 37p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New Orleans, LA, April 25-27, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adaptive Testing; *Attitudes; Comparative Analysis; *Computer Assisted Testing; *High School Students; High Schools; Problem Solving; Simulation; *Test Format; Test Items; *Testing Problems
IDENTIFIERS- Paper and Pencil Tests

A small-scale study was conducted to compare test-taking strategies, problem-solving strategies, and general impressions about the test across computer and paper-and-pencil administration modes. Thirty-six examinees (high school students) participated in the study. Each examinee took a test

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Change; *Epistemology; Inquiry
IDENTIFIERS- Discourse; *Knowledge Production and Utilization; *Poststructuralism; Reform Efforts

This paper calls for a re-examination of the epistemological building blocks on which multiple forms of educational inquiry rest, shifting from the contextualizing to the retextualizing of knowledge, moving from paradigmatic and humanist analyses to discursive strategies, and de-emphasizing "voices" to accentuate instead the multiple logical and rhetorical "languages" being spoken. By attending to the performativity of educational discourse, its productivity and effects, it will no longer be necessary to attribute motivation, purpose, or conspiracy to the agents of humanism (authors, researchers, teachers, and administrators). Making visible the mechanics of knowledge production in education provides an analytical purchase to conceive and execute alternatives. The categories, classifications, and epistemological building blocks that constitute the subjects and objects of discourse predetermine the form and performativity of reform efforts directed at public education. (Contains 54 references.) (SLD)

ED 442 834 TM 031 254

Bridgeman, Brent; Burton, Nancy; Cline, Frederick
Selecting Students with a General Reasoning Test (SAT I) or Tests in Academic Subjects (SAT II): Does It Matter for Non-Native Speakers of English?
PUB DATE- 00
NOTE- 23p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New Orleans, LA, April 25-27, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Applicants; College Entrance Examinations; Higher Education; *Selection; Test Results
IDENTIFIERS- Nonnative Speakers; *Reasoning Tests; *Scholastic Assessment Tests

Using data from a sample of 10 colleges at which most students had taken both the SAT I: Reasoning Test and SAT II: Subject Tests researchers simulated the effects of making selection decisions using SAT II scores in place of SAT I scores. Students in each college were treated as forming the applicant pool for a more select college, and the top two-thirds of the students were selected using high school grade point average combined with either SAT I scores or the average of three SAT II scores. Included in the sample were 2,000 students whose best language was not English. These students had a better chance of being "admitted" with selections based on SAT II (subject test) scores than with selections based on SAT I (reasoning scores). Much of this advantage was the result of relatively high scores on language tests that could easily be part of the SAT II average. However, even when language tests were excluded from the SAT II average, non-native speakers were still slightly more likely to be selected with SAT II than SAT I. (Author/SLD)

ED 442 835 TM 031 255

Franklin, Bobby J.; Kochan, Susan

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; *Equated Scores; Error of Measurement; *Estimation (Mathematics); National Competency Tests; Reading Tests; Regression (Statistics); State Programs; *Test Results; Testing Programs
IDENTIFIERS- Bootstrap Methods; Jackknifing Technique; *Linking Metrics; *National Assessment of Educational Progress

This paper is the first of a series that will compare estimates of error that arises when state assessments are linked to the National Assessment of Educational Progress (NAEP). Different forms of linkage are discussed. Comparisons are made between whole-sample regression, repeated half-sample replication, bootstrap, and jackknife estimates of the proportion of variance explained by the linkage function, as well as the standard error of linkage. Data from four states that participated in a study to link their state assessments to the 1998 (State) NAEP fourth and eighth grade reading assessments suggest that each of the methods produces comparable estimates of these error quantities when schools are treated as the primary sampling unit. (Contains 4 tables, 2 figures, and 13 references.) (Author/SLD)

ED 442 855 TM 031 275

Dickinson, Wendy B.
Enhanced Detection of Multivariate Outliers Using Algorithm-Based *Visual Display Techniques.*
PUB DATE- 00
NOTE- 81p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Algorithms; Correlation; Grade 8; Graphs; *Identification; Junior High Schools; Longitudinal Studies; *Multivariate Analysis; *Visualization
IDENTIFIERS- National Education Longitudinal Study 1988; *Outliers

This study uses an algorithm-based visual display technique (FACES) to provide enhanced detection of multivariate outliers within large-scale data sets. The FACES computer graphing algorithm (H. Chernoff, 1973) constructs a cartoon-like face, using up to 18 variables for each case. A major advantage of FACES is the ability to store and show the values of the variables. The research used data from a national, longitudinal study of school children, their parents, and their teachers, and the National Education Longitudinal Study of 1988 (NELS-88). Data for the Stanford Achievement tests from a Florida school district were also used. Four random stratified samples of 250 cases each were drawn from male and female databases for the NELS-88 and Stanford scores. Pearson product-moment correlation coefficients were calculated between the variables in each sample, and variables were assigned to the features of the FACE. The application of the FACES graphing algorithm translates the data into a meaningful visual correlate, providing one summative visual image per student. The ease of outlier detection on seeing a page of Chernoff FACES is readily apparent to the trained researcher, the school administrator, and parents. Four appendixes contain the Mahalanobis distance values for faces for the four samples. Also attached is a set

By noting that a Rasch or two parameter logistic (2PL) item belongs to the exponential family of random variables and that the probability density function (pdf) of the correct response (X=1) and the incorrect response (X=0) are symmetric with respect to the vertical line at the item location, it is shown that the conjugate prior for ability is proportional to I(theta) superscript alpha where I(theta) is the item information and alpha is a positive constant. When the above prior is applied to a three parameter logistic (3PL) item, the requirement that item selection rules are bound to the traditional formula for correction for random guessing implies that the constant alpha must be 1. Thus, maximum information selection rules for 3PL items are the only rules that are consistent with a Bayesian analysis based on the family of conjugate priors and with the use of the correction-for-guessing formula. (Contains 16 references.) (Author/SLD)

ED 442 876 TM 031 302

Wicker, Frank W.; McCann, Erin J.; Reed, JoyLynn H.; Turner, Jeannine E.; Hamman, Douglas
Goal Type, Goal Difficulty, and Affective Values of Goals.
PUB DATE- 00
NOTE- 7p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Achievement Need; *Affective Behavior; *College Students; Higher Education; *Objectives; Performance Factors; Values

Interactions and relationships involving goal attributes and goal types were examined to supplement previous studies of goal types alone. In previous studies, goal attributes such as positive-based incentive values had been found to be higher for intrinsic goals, mastery goals, and more difficult goals. Intrinsic goals and mastery goals were more positive-based than were extrinsic and performance goals unless goals were also perceived as difficult. College students (n=102) completed a booklet in which they rated academic goals in terms of several goal attributes, using a 7-point response scale. In this study, performance-approach goals differed from performance-avoidance goals in several types of incentive value, and contrasts between these two goal types appeared both to be confounded with difficulty level and to interact with it. Results are consistent with goal orientation theories, but also suggest possible elaborations of those theories as new information is obtained about interactions among goal attributes. (Author/SLD)

ED 442 877 TM 031 303

Pacino, Maria A.
A Journey of Inquiry: A Researcher's Personal Narrative.
PUB DATE- 00
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)

in an inner-city youth gardening program as a group of participants were busy harvesting crops. The macro-level analysis points to the kinds of positions voiced by the speakers, while the micro-level analysis examines the characteristics of the argumentation structure that emerged and its function in the dialogue. The case is made that discourse is an important tool for the construction and deconstruction of meaning and self for inner city youth, and that youth need to be provided with more opportunities to contest issues of relevance to them such as sexual orientation. (Contains 28 references.) (Author/SM)

ED 442 895 UD 033 636

Britsch, Brenda; Wakefield, William D.
The Influence of Ethnic Identity Status and Gender-Role Identity on Social Anxiety and Avoidance in Latina Adolescents.
PUB DATE- 98
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Androgyny; College Freshmen; *Ethnicity; *Females; Higher Education; *Hispanic American Students; *Sexual Identity
IDENTIFIERS- *Avoidance Behavior; Latinas; *Social Anxiety

The objective of this study was to investigate social avoidance in Latina adolescents as a function of their ethnic identity status and gender role identity. Seventy-two Latina college freshmen completed measures of social anxiety and avoidance, gender role identity, and ethnic identity. Main effects of gender role identity and ethnic identity status emerged. Participants with androgynous gender role identities scored lower on both social anxiety and social avoidance than participants with undifferentiated, feminine, or masculine gender role identities. Also, achieved ethnic identity status and exploration ethnic identity status individuals scored lower on social anxiety and avoidance than their unexamined status counterparts. Findings are explained in terms of gender role identity and ethnic identity development as probable protective factors during adolescence. (Contains 24 references.) (Author/SM)

ED 442 896 UD 033 637

Forget Me Not, 2000. Help Homeless Kids Blossom: Kids' Day on Capitol Hill. Educational Materials.
SPONS. AGENCY- National Alliance to End Homelessness, Washington, DC.; National Law Center on Homelessness and Poverty, Washington, DC.
PUB DATE- 00
NOTE- 51p.; Also sponsored by the Center for Poverty Solutions; the Congressional Children's Caucus; Homeless Education Programs, Baltimore County Public Schools/Baltimore County Coalition for the Homeless; the Illinois Coalition to End Homelessness and Hesed House/PADS; the Massachusetts Corporation for Educational Telecommunications; and the National Association for the Education of Homeless Children and Youth.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.

School Students. A Report of the Heritage Center for Data Analysis.
PUB DATE- 00
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Elementary Secondary Education; *Interpersonal Relationship; National Competency Tests; *Peer Influence; *Peer Relationship; *Reading Achievement; Student Attitudes
IDENTIFIERS- National Assessment of Educational Progress

This report discusses current research findings on the effects of peers and social interaction on academic achievement, then analyzes current national data, comparing results to the existing academic literature. Data from the 1998 National Assessment of Educational Progress (NAEP) database on reading were used to test the influences of peer attitudes on academic achievement. The NAEP examines academic achievement in various fields. It is administered to students in 4th, 8th, and 12th grade. Besides providing data on academics, it offers information on student, teacher, and administrator background. This study analyzes six factors: the effect of peers; race and ethnicity; parents' educational attainment; number of reading materials in the home; free or reduced price lunch participation; and gender. Results indicate that the peer effect is a strong influence on academic achievement, particularly in 4th grade. The significance of peer effect wanes by 8th grade. Family background characteristics also have an important influence. Both have effects that are independent from the effects of gender and race/ethnicity. An appendix presents the results of statistical models. (SM)

ED 442 917 UD 033 660

Johnson, Kirk A.
Do Small Classes Influence Academic Achievement? What the National Assessment of Educational Progress Shows. A Report of the Heritage Center for Data Analysis.
PUB DATE- 00
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Class Size; Elementary Secondary Education; National Competency Tests; *Reading Achievement; Sex Differences; *Small Classes
IDENTIFIERS- National Assessment of Educational Progress

This study used data from the 1998 National Assessment of Educational Progress (NAEP) reading examination to analyze the effect of class size on academic achievement. The NAEP is administered in 4th, 8th, and 12 grades to measure academic achievement in various fields. Besides providing data on academics, it offers information on student, teacher, and administrator background. This study analyzed six factors: class size; race and ethnicity; parents' educational attainment; number of reading materials in the home; free or reduced price lunch participation; and gender. Results indicate that on average, being in a small class does not increase the likelihood that a student will attain a higher score on the NAEP reading test. Children in the smallest classes do not score higher than students in the largest classes. An appendix presents results of the statistical models. (SM) their academic discipline, find a research article related to a topic of interest, and critique the article. An important lesson that students can learn in a Web-based course is that they make a personal choice when selecting a research method, that conducting research is a privilege, and that there are consequences involved when conducting research. (AEF)

ED 442 462 IR 020 065

Field Hearing on Education Technology and the Elementary and Secondary Education Act. Hearing before the Subcommittee on Early Childhood, Youth and Families of the Committee on Education and the Workforce, House of Representatives, One Hundred Sixth Congress, First Session (Newark, Delaware, April 12, 1999).
PUB DATE- 99
NOTE- 161p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Educational Finance; *Educational Technology; Elementary Secondary Education; *Federal Aid; *Federal Legislation; Federal Programs; Financial Support; Hearings; Information Technology
IDENTIFIERS- Congress 106th; *Elementary Secondary Education Act

This hearing before the House Subcommittee on Early Childhood, Youth and Families of the Committee on Education and the Workforce on Educational Technology and the Elementary Secondary Education Act contains statements by: Michael Castle, Subcommittee Chairman; Dale Kildee, Subcommittee member; Thomas Carper, Governor of Delaware, accompanied by Iris Metts, Secretary of Education, Dover, Delaware; Orlando George, Jr., President, Delaware Technical and Community College, Dover, Delaware; Wayne Hartschuh, Executive Director, Delaware Center on Educational Technology, Dover, Delaware; Tom Sloan, State Librarian, Delaware Division of Libraries, Dover, Delaware; Nicholas Fischer, Superintendent of Schools, Christina School District, Newark, Delaware; Robert Smith, Superintendent of Schools, Milford School District, Milford, Delaware; Sallie Reissman, teacher, Lombardy Elementary School, Wilmington, Delaware; Charles Ammann, Technology Projects Specialist, Capital School District, Dover, Delaware; Rodney Rivera, student, University of Delaware, Bear, Delaware; Mark Schonbach, student, the Charter School of Wilmington, Delaware; and Wesner Stack, Supervisor of Educational Technology, Milford School District, Delaware. (MES)

ED 442 463 IR 020 110

Rowand, Cassandra
Teacher Use of Computers and the Internet in Public Schools. Stats in Brief.
PUB DATE- 00
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Uses in Education; Educational Technology; Elementary Secondary Education; *Internet; National Surveys; Public Schools; School Surveys; Statistical Data; Teacher Attitudes; Teacher Education; Teaching Methods
IDENTIFIERS- Access to Computers; Connectivity

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; *Educational Assessment; Educational Finance; *Educational Planning; Enrollment; *Institutional Mission; Job Training; *Technical Institutes; Two Year Colleges
IDENTIFIERS- *Wisconsin

This report describes the 1997-99 biennium activities of the Wisconsin Technical College System (WTCS) Board. Part 1 provides an Agency Overview. Details are given on mission and purpose, cooperative relationships, the State Board, the State Board Staff, and WTCS Districts. Part 2 explores the 1997-99 Budget and Policy Actions. It discusses the 1997-99 budget, major statutory legislation, and WTCS policies. Part 3 provides a Review of Performance and Operations. The section expounds upon the following topics: enrollment and expenditures, enrollment by age and sex, minority enrollment, recruitment and retention, graduate follow-up, new and expanding occupations, basic education, economic development, services to high school students, cooperation with the University of Wisconsin system, WTCS and the Job Training Partnership Act (JTPA), services provided to students with special needs, displaced homemaker program, sex equity, and alternative work patterns. Finally, Part 4 explores the 1999-2001 Strategic Directions and Statutory Changes. It includes a look at the 1999-01 Biennial Budget, which contains the following significant provisions: WTCS general aid, grant program for recent high school graduates, WTCS capacity building program, WTCS skilled workforce courses, financing of capital expenditures for applied technology centers, Work-Based Learning Board, and report to the legislature on transfer of WTCS credits to the UW system. Part 4 also delineates strategic directions. (VWC)

ED 442 483 JC 000 405

Comerford, Sandra Stefani; Busk, Patricia L.; Roberts, William L.
Epistemological Beliefs of Community-College Students.
PUB DATE- 00
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Development; *Community Colleges; *Course Organization; Critical Thinking; *Epistemology; Instructional Effectiveness; Student Motivation; *Teacher Student Relationship; Teaching Methods; *Two Year College Students; Two Year Colleges

To date, no studies have focused solely on community college students' epistemological beliefs and the courses students pursue. The purpose of this study was to determine if a semester-long community-college course designed to increase critical thinking skills could help students attain more sophisticated levels of epistemological beliefs. A secondary purpose of this study was to examine the relation between teachers' epistemological beliefs and the resulting epistemological beliefs of their students. The results did not support the research questions. Neither the course nor the teachers' level of epistemological beliefs was found to relate to students' epistemology. These implications help identify classroom practices that increase student success in college. One possible way for instructors to identify effective of state-supported students were enrolled full-time; 46% of state-supported FTES were enrolled for workforce training purposes, 39% were enrolled in order to transfer, 9% had an end goal of literacy, and 6% were enrolled for parenting classes or unspecified purposes; the racial composition of the student population in fall 1999 was more diverse than that of the state as a whole; the proportion of the student population which was female was higher than the proportion of females in the state's population; the median age of students was 27.7 years; and full-time faculty provided 57.5% of all instruction. (VWC)

ED 442 503 JC 000 427

Aarts, Sandra; Blower, Deb; Burke, Roberta; Conlin, Eleanor; Howell, Brent; Howorth, Carol Ebner; Lamarre, Gine He; Van Kleeb, Joy
A Slice of the Iceberg: Cross-Canada Study of Prior Learning Assessment and Recognition.
SPONS. AGENCY- Human Resources Development Canada, Ottawa (Ontario).
PUB DATE- 99
NOTE- 189p.; Title page varies.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Educational Assessment; *Educational Planning; Foreign Countries; Government School Relationship; Higher Education; *Nontraditional Students; Program Implementation; *Student Characteristics
IDENTIFIERS- Canada; *Prior Learning Assessment

Prior Learning Assessment and Recognition (PLAR) is a sound academic practice that contributes to adult learning by linking formal and informal learning. However, it has not been widely accepted by Canadian educational institutions. In 1996, a consortium of seven colleges and an independent PLAR consultant began a study to create a comprehensive database of PLAR learners and their characteristics, identify PLAR activities in participating institutions, analyze the effects of PLAR on students and the institutions, and compare the costs of credits achieved through PLAR with those produced through traditional course delivery. Study results found that: the average course grades of PLAR learners are as high or higher than those of traditional students in the same programs; PLAR strengthened adult learners' confidence and represented important efficiencies for part-time adult learners by shortening their programs; the low number of PLAR learners and programs signal that delivery of PLAR has not been economical for some institutions; early benefits from PLAR training within institutions diminished over time; and there is a need for greater public awareness of PLAR. The report concludes with a series of recommendations addressing institutions, public policy makers, adult learners, and workplaces. (Contains 30 references, 31 tables and charts, and 14 appendices.) (JA)

ED 442 504 JC 000 428

Taffy, Fred
Analysis of 1996-2006 Employment Trends for Hudson, Bergen, and Essex Counties and New York City in Relation to HCCC Programs.
PUB DATE- 00
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

ED 442 523 JC 000 454

Westchester Community College Pocket Profile: Trends & Statistics, 1998-1999.
PUB DATE- 99
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Programs; Community Colleges; *Educational Trends; Enrollment; *Institutional Characteristics; *School Statistics; *Student Characteristics; Two Year College Students; Two Year Colleges
IDENTIFIERS- *Westchester Community College NY

This pamphlet is a profile of Westchester Community College's (WCC's) trends and statistics for 1998-1999. This Pocket Profile contains the following: (1) background information, which includes summaries on location, enrollment, and tuition; mission; accreditation; and organization and governance; (2) information on WCC's academic and student facilities; (3) a brief discussion about WCC faculty, which also reports on student satisfaction with overall quality of instruction and overall experience at WCC; (4) information about WCC finances, which includes summaries on its revenues and expenditures; (4) credit students, examining student composition and charting fall 1997-1998 credit headcount by full- and part-time enrollments; (5) minorities, including a percentage breakdown of students as White, foreign/uncoded, Native American, Asian, Hispanic, and Black; (6) WCC graduates, which reports the results of an annual graduates' survey to determine the activities of WCC graduates; and (7) programs of study at WCC, including associate degrees; certificates; continuing education/community service; Mainstream, the retirement institute; Professional Development Center; and Educational Opportunity Center. This pamphlet contains listings of leadership members for the State University of New York, Westchester County, and Board of Legislators. It also contains a list of WCC members, including the Board of Trustees, College Foundation Officers, and College Administrators. (VWC)

ED 442 524 JC 000 463

Institutional Effectiveness: Key Performance Indicators. Revised.
PUB DATE- 99
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Outcomes Assessment; Community Colleges; Educational Finance; Educational Planning; *Evaluation Criteria; *Institutional Evaluation; *Performance; Two Year Colleges
IDENTIFIERS- *Truckee Meadows Community College NV

In the process of re-evaluating the measures for the performance indicators approved last year, the Planning and Development Division at Truckee Meadows Community College (TMCC) (Nevada) decided to consolidate some performance indicators and make slight word changes to others. The number of indicators was reduced from 48 to 37. The measures for the indicators were reviewed and improved. The changes to both the indicators and the measures are reflected here. The Institutional

ED 442 542 PS 028 022

Grant, Julia
Raising Baby by the Book: The Education of American Mothers.
PUB DATE- 98
NOTE- 320p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- *Attitude Change; Child Development; *Child Rearing; Early Childhood Education; Ethnicity; Family Environment; Fathers; Mother Attitudes; *Mothers; Nuclear Family; One Parent Family; *Parent Education; Parent Role; Race; Social Attitudes; Social Change; Socioeconomic Influences
IDENTIFIERS- *Experts; Historical Background

Although most nineteenth-century American parents relied staunchly on common sense in raising their children, by the 1920s numerous parent education programs had been established to urge a scientific approach to child rearing. Today, American parents are besieged with medical and psychological advice about bringing up "normal" children. This study of the education of American mothers shows how the tides of opinion about proper child care have shifted from the early 1800s, when maternal associations discussed biblical and secular theories of child rearing, through the 1950s, when books like Dr. Spock's "Baby and Child Care" were widely consulted, to today's era of television advice-givers. The book draws from a wide range of historical sources and describes the medicalization of mothering, ongoing negotiations between mothers and professionals, and parents' reactions to the experts' recommendations. Following an introduction, the book's chapters are as follows: (1) "Fitting Their Nurture to Their Nature: The Emergence of Education for Motherhood"; (2) "Divine Motherhood versus Intelligent Parenthood: Women's Organizations and the Child-Study Campaign"; (3) "'What Is the Matter with Our Children Today?': Race, Class, and Ethnicity in the Parent Education Movement"; (4) "Bringing Science to the People: Delivering the Message of Scientific Motherhood"; (5) "Caught between Common Sense and Science: Mothers' Responses to Child Development Expertise"; (6) "Democracy Begins at Home: The Practice and Politics of Parenting in the 1930s and 1940s"; and (7) "Dear Doctor: The Impact of the Baby Book on Post-World War II Mothers." The concluding chapter explores attitudes about motherhood and gender roles in parenting and asserts that if we want to live in a society that knows how to care for children and their mothers, maternal practices and discourse about children should become the concern of all citizens. (Contains extensive notes, by chapter.) (HTH)

ED 442 543 PS 028 023

Michel, Sonya
Children's Interests/Mothers' Rights: The Shaping of America's Child Care Policy.
PUB DATE- 99
NOTE- 432p.; Publication of this book has been supported by a grant from the Oliver M. Dickerson Fund.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- Child Development; *Child Rearing; Child Welfare; *Children; Comparative Analysis; Early Childhood Education; *Employed Parents; Foreign Countries; *Mothers; *Public Policy; *Social Change; Socioeconomic Influences; Theories

applying for or receiving Women, Infants, and Children (WIC) nutritional services. The second model targeted owners/employees of small businesses selling WIC-approved foods and sought to educate them about the availability of Medicaid and CHP and to conduct enrollment at vendor sites. Pre- and post-implementation surveys were conducted to assess knowledge about health insurance, Medicaid, and CHP and to determine baseline enrollment rates. Findings indicated that WIC sites were ideal enrollment assistance sites. Awareness grew from 46 to 65 percent at enrollment-assistance sites, whereas comparison sites saw an increase from 52 to only 60 percent. Enrollment in CHP increased from 12 to 16 percent at intervention sites, compared to an increase from 8 to only 10 percent at comparison sites. Medicaid enrollment increased slightly at intervention sites and declined at the comparison sites. Small businesses participating in the WIC program were effective outreach vehicles but not efficient venues for enrollment. Facilitators could enroll approximately 1,000 children yearly at a cost of $35 per application. It was concluded that new efforts are needed to reach families within their own communities and to facilitate their enrollment in Medicaid and CHP. (KB)

ED 442 562 PS 028 643

Nelson-Erichsen, Jean; Erichsen, Heino R.
How To Adopt Internationally: A Guide for Agency-Directed and Independent Adoptions. 2000-2002 Edition.
PUB DATE- 00
NOTE- 298p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adopted Children; *Adoption; *Adoptive Parents; Agencies; Agency Role; Bibliographies; International Cooperation; Parent Child Relationship; Parent Materials
IDENTIFIERS- *International Adoption

Many potential adoptive parents seeking international adoption find the process to be extremely complex. This guide details the international adoption process, including organizing a home study and fulfilling state requirements as well as selecting a country from which to adopt, working through emigration and immigration agencies, and traveling abroad to meet the potential adoptee. Chapter 1 discusses motivations for adoption. Chapter 2 contains excerpts from two parents' journal regarding their international adoption. Chapter 3 gives an overview of the international adoption process. Chapters 4 through 15 present a 23-step approach to successful international adoptions. Sample forms and documents are included at the end of the chapter in which they are discussed. Topics include choosing the right agency, obtaining state approval, obtaining preliminary INS approval, applying to a foreign source, filing the orphan petition, making the adoption trip, meeting the potential adoptee, preparing for the trip home, dealing with health problems in developing countries, meeting requirements upon return to the U.S., and parenting the adopted child. The last half of the book is a compendium of the adoption laws and requirements for most countries participating in international adoption. For each country listed, the compendium includes a summary of adoption laws, the central authority in charge of adoption, address and phone number for

is a set of 16 overhead projector transparencies. Videotape not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Non-print Media (100)
DESCRIPTORS- Academic Achievement; Change Strategies; Early Childhood Education; Elementary Secondary Education; Family Environment; *Fathers; Inservice Teacher Education; *Outreach Programs; *Parent Participation; Parent Role; *Parent School Relationship; *Parent Student Relationship; Parents as Teachers; Teacher Education; Volunteers

Children do better academically if fathers are involved, regardless if the father lives with his child. This kit was developed for educators and other professionals who are working to increase family involvement in education. The kit outlines strategies for involving fathers in children's learning at home, at school, and in the community. The kit includes speaker notes and accompanying overhead transparencies, a list of publications on family involvement, a video clip from the 1999 broadcast "Fathers Matter!" and a discussion guide for viewing the full broadcast. The overhead transparencies cover research on father involvement, public opinion on father involvement, and strategies for fathers to get involved and for schools to encourage such involvement. The videotape presents excerpts from the "Fathers Matter!" broadcast, and includes student thoughts on parent involvement, responses to phone inquiries from the public given by a panel of fathers and others encouraging male participation, a description of the Illinois Fatherhood Initiative, and other strategies for involvement. The materials are useful to preservice/inservice training and professional development coordinators and are meant to generate discussion on father's involvement in children's learning and family involvement in education. (HTH)

ED 442 581 PS 028 676

Borman, Kathryn, Ed.; Schneider, Barbara, Ed.
The Adolescent Years: Social Influences and Educational Challenges. The Ninety-Seventh Yearbook of the National Society for the Study of Education, Part I.
PUB DATE- 98
NOTE- 240p.; Part II of this Yearbook is "The Reading-Writing Connection."
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Academic Achievement; *Adolescent Development; *Adolescents; Developmental Stages; Family Environment; Peer Relationship; Personal Autonomy; Psychological Needs; Resilience (Personality); School Role; Secondary Education; *Social Influences; Student Employment; *Student Needs; Student School Relationship; Work Attitudes
IDENTIFIERS- *Identity Formation; Identity (Psychological)

Viewing adolescence as a "dynamic social construction," this volume explores the state of adolescence in the context of rapid social change. The articles in the volume reveal a recurrent theme: no matter how adolescence is defined, the establishment of identity and the search for autonomy remain central developmental tasks of the adolescence years; changes in the various social contexts in which teenagers live--family, school, community, peer groups, workplace--can significantly reduce the need for public services. Diversity among farm managers is increasing in the South, with greater numbers of Hispanic and women farm operators. At the same time, only small increases are occurring in the number of African American farmers. Sustainable agriculture advocates have an interest in maintaining niches for small farms and in bringing young people into farming. They point out that well educated small-farm operators are more environmentally responsible. Policy issues include: a need to level the playing field for small farms by developing broad-based national agriculture policy, land use concerns, environmental protection and regulation enforcement, and alternative sources of capital and local financial markets. The major issues facing the small farm are economic--cash flow, income, asset development and protection, and return on investment. These issues must be addressed by federal, state, and local policy. Land grant universities need to commit research and educational resources to address the South's small farms issues. (Contains 14 references.) (TD)

ED 442 599 RC 022 469

Wilson, Rick
Nobody Asked Us: The WV Welfare Reform Listening Project.
PUB DATE- 00
NOTE- 31p.; Supported by the West Virginia Welfare Reform Coalition and Community Voices.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; Attitudes; *Child Welfare; Education Work Relationship; Educational Needs; Health Needs; Interviews; Low Income; Policy Analysis; *Poverty; Public Policy; Stereotypes; *Welfare Recipients; Welfare Services
IDENTIFIERS- *Welfare Reform; *West Virginia; Working Poor

West Virginia's state welfare reform plan was in effect by the end of 1997. In 1999, over 175 interviews were conducted with past and present welfare recipients to bring their experiences and concerns to the attention of the public and policymakers. Nearly all interviewees were women and were taking part in work activities. In general, welfare recipients did not want to stay on welfare for life, did not want to be stereotyped, agreed with the idea of welfare reform but had concerns with current reform implementation, were concerned about gaps in the infrastructure supporting the transition from welfare to work, needed better information about rules and options, and believed that support was needed for the working poor. The interviews revealed common themes: issues of respect, difficulties of coping with chronic poverty on a daily basis, child poverty and the impact of welfare reform on children, the lack of real jobs that pay a living wage, problems with transportation and child care, access to health care, access to further education for parents, advice to others dealing with the welfare system, opinions about why welfare reform was enacted, fears about what will happen after the 5-year limit, and concerns related to crime and domestic violence. Sections on each theme include a summary and interview quotes. A final section discusses some positive state policies concerned with transitional services, child health insurance, and higher education for low-income families; makes recommendations related to interview themes; and points out the need for an economic bill of rights. (TD)

ED 442 600 RC 022 470

Schools; *Rural Youth; *Science Education; Student Attitudes; Student Experience; Videotape Recordings; Womens Education

Rural and Urban Images: Voices of Girls in Science, Mathematics, and Technology was a 3-year project that began in fall 1995 with a group of sixth-grade girls and followed the same girls through eighth grade. The project took place in two West Virginia counties, but this videotaped documentary features its implementation in rural McDowell County only. Following decades of job loss, McDowell County is economically depressed, and over 80 percent of school children qualify for free or reduced-price lunches. Project participants were 36 girls from three elementary schools. Scenes from the project's first year show the girls in monthly hands-on science and mathematics workshops. During the second and third years, the girls interacted in the workshops with mentors who had careers in science, mathematics, or technology. During the final year, the girls met regularly with school sponsors and were involved in designing and completing community service learning projects. The documentary is a candid look at girls attending school in a poor rural community. The girls speak with a variety of voices, from the perspectives of advantage and disadvantage, and give voice to their frustrations, triumphs, and dreams--and their pride in being involved in this project--as they grow up in a community that must develop the talents of all its young people. Enclosed with the videotape is a brief discussion guide that describes the project and the documentary and lists seven discussion questions. The videotape running time is approximately 57 minutes. (SV)

ED 442 618 SE 063 238

Development of Science and Technology Literacy Materials at the Basic Level: Exemplar Materials. Revised during the Regional Workshop Organized within the Framework of Project 2000 : Scientific and Technological Literacy for All (Philippines, November 4-8, 1997).
PUB DATE- 98
NOTE- 145p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Developing Nations; Elementary Secondary Education; Environmental Education; Foreign Countries; Lesson Plans; *Science Activities; *Science and Society; *Scientific Literacy; Teaching Methods; *Technological Literacy
IDENTIFIERS- Asia Pacific Region

This collection of science activities is designed to supplement traditional science education by encompassing an issues-based approach to helping students develop scientific and technological literacy. Each unit can be used within an existing teaching sequence and includes an introduction specifying scientific issues and educational objectives, a student guide, and a teacher's guide. Units include: (1) "Should We Construct a Waste Power Plant in Our Town?"; (2) "How to Reduce Electrical Energy Consumption"; (3) "How Safe Is Our Drinking Water?"; (4) "Selecting a Suitable Area for Rice Cultivation"; (5) "The Problem of Plastics Waste--What Is the Solution?"; (6) "Should We Convert Farmland into a Housing Estate?"; (7) "Improving the Construction of Ubonrat Dam"; (8) "How to Manage Household Waste"; (9) "Using Iodized Salt to Prevent Goiter"; (10) "Is Fluoridation of Water Useful for Preventing Tooth Decay?"; and (11) "Why Is the River Dying? Helping Living Things to Survive in a Stream." (WRM)

Efficacy; Teaching Methods

Developing mentor support can become a major financial investment for a school district. Inservice programs must be implemented to develop the mentors. Additionally, in order to serve new teachers, the mentors must be released from their classroom duties through the use of substitute or full-time replacements. To protect the investment of district funds and mentor time, mentor preparation programs must be able to develop effective mentors. The ultimate benefit of mentor effectiveness is increased effectiveness of beginning teachers, which has long-term payoffs for districts and their students. While much attention focuses on the retention of teachers as a measure of induction success, mentor teachers and their abilities have received little recognition. There appears to be no research that studies the impact of mentor preparation programs on specific mentoring abilities. Those developing mentor preparation programs in addition to those districts utilizing them have a need for additional measures of program effectiveness. This paper reports on the impact of induction on mentors as indicated through the measurement of mentor efficacy beliefs. The Mentor Efficacy Scale is included. (Contains 13 references.) (CCM)

ED 442 640 SE 063 610

Flick, Lawrence B.
Teaching Practices That Provide Cognitive Scaffolding for Classroom Inquiry.
PUB DATE- 98
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Techniques; *Cognitive Structures; *Inquiry; Middle School Teachers; Middle Schools; Science Instruction; Science Teachers; Teaching Methods
IDENTIFIERS- Scaffolding

Cognitive Scaffolding is what a teacher does when working with a student to solve a problem, carry out a task, or achieve a goal which would be beyond his unassisted efforts. As a psychological construct, it refers to the interaction between the knowledge and skills of teacher and student. A computer, textbook, or laboratory materials may serve as proxy for a "teacher." Considering that scaffolding is typically a dynamic process, reflecting adjustments based on student responses, arguably the most important source of scaffolding in a classroom, is the flesh and blood teacher. The teacher decides, consciously or unconsciously, how and when to use a computer, textbook, or laboratory materials. The actions of the teacher are also the primary mediator of the scaffolding effects of other classroom materials. This paper is part of a research program whose purpose it is to design instruction for scaffolding classroom inquiry in middle school classrooms. (Contains 10 references.) (Author/YDS)

ED 442 641 SE 063 613

Fetters, Marcia K.
Developing Action Plans for At-Risk or Marginalized Students.
PUB DATE- 00
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

Concepts; *State Standards
IDENTIFIERS- *Kansas

The standards, benchmarks, and indicators in this document were created to help Kansas educators develop local curricula and assessments, and to serve as the basis for the state assessments in mathematics. The committee strove to recommend high yet reasonable expectations for all students. There are four mathematics curricular standards: (1) number and computation; (2) algebra; (3) geometry; and (4) data. The standards are general statements of what a student should know and be able to do in mathematics. Each of the standards has a series of grade-level benchmarks that are listed below the respective standard. Below each benchmark is a list of indicators that identify what it means for a student to reach the benchmark. Benchmarks have been developed for grades 2, 4, 7, and 10. Four appendices contain information on mathematical reasoning and problem solving, a bibliography, a glossary, and a list of helpful resources. (Contains 15 references.) (ASK)

ED 442 669 SE 063 810

An, Shuhua
Mathematics Teachers' Beliefs and Their Impact on the Practice of Teaching in China.
PUB DATE- 00
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; Foreign Countries; *Mathematics Instruction; *Mathematics Teachers; *Teacher Attitudes; *Teaching Methods
IDENTIFIERS- *China

The purpose of this study was to find the beliefs of Chinese teachers in mathematics education and their impact on the practice of teaching. The objectives of the study were to recognize views of Chinese teachers on goals of education, especially goals of mathematics education, to explore how Chinese teachers prepare a lesson, examine how mathematics is taught in Chinese classrooms, and investigate how Chinese teachers instruct with different levels of students. The ultimate goal of this study was to focus on the importance of teachers' beliefs and their impact on the practice of teaching, and to provide data and recommendations which may be used to identify problems in mathematics in American and Chinese schools. Results indicate that teachers' beliefs about mathematics and its teaching play a significant role in shaping the teachers' ways of instruction, and cultural and social contexts affect teachers' belief systems. (Contains 10 references.) (ASK)

ED 442 670 SE 063 811

An, Shuhua
A Comparative Study of Middle School Mathematics Programs in China and the U.S.
PUB DATE- 00
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cross Cultural Studies; Foreign Countries; *Mathematics Curriculum; Mathematics Education; *Middle Schools; Program Evaluation; *Textbooks

Statistical Data; *Student Participation
IDENTIFIERS- *Youth Community Service

This report focuses on service and service-learning in high schools. The report compares data from 1984 research with information from two studies of service and service-learning completed in 1997. The data suggest that community service and service-learning in 1984 was available in slightly more than one-quarter of all high schools (primarily to white students), and course-related programs (service-learning) occurred in only about 10% of all schools. The 1997 data indicate that the number of high school students involved in service-related programs has increased 686%; and the number of high school students involved in service-learning has increased 3,663%. Using data from studies of school-based and college and university-based service-learning programs, the report estimates the number of individuals participating in service-learning programs across the country. It also provides charts that show funding figures for service-learning programs. (BT)

ED 442 692 SO 031 548

Hengel, Madeleine S.; Shumer, Robert
A Summit Summary: An Annotated Bibliography on Service-Learning, National Service, Civic Education, and Character Education.
SPONS. AGENCY- Corporation for National Service.
PUB DATE- 97
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Citizen Participation; *Citizenship Education; Elementary Secondary Education; *Service Learning; Social Studies
IDENTIFIERS- *Character Education

This annotated bibliography is designed to help individuals investigate some of the essential literature about citizenship, service-learning, character education, and national service. Each category in the bibliography includes references that cover levels of theory and practice ranging from introductory to advanced. While the lists are not exhaustive, they provide a foundation for learning about these topics. At the end of each entry and at the end of the bibliography, information is given that explains how to obtain the item referenced. The bibliography includes more than 50 entries from the 1980s and 1990s, including many from the ERIC database. (BT)

ED 442 693 SO 031 552

Smith, Andrew F.
Global Perspectives on Fast-Food History.
PUB DATE- 99
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cross Cultural Studies; Current Events; *Economics; Economics Education; Environmental Education; Franchising; *Global Approach; Government (Administrative Body); High Schools; Multicultural Education; Social Studies; United States History; World Geography; World History
IDENTIFIERS- *Fast Foods

This social studies curriculum unit teaches students in grades ten through twelve about the history and current impact of the classroom. This paper explores these issues as they pertain to the structure of curriculum and instruction in K-12 social studies classrooms. The paper outlines an alternative approach based on democratic principles and values. It provides pedagogical implications for preservice and inservice teachers to enhance their effective professional teaching roles in helping all learners to succeed. The paper lists nine guidelines that should underlie the structure of social studies curriculum and instruction, and based on those guidelines, it lists a second set of nine specific guidelines that can best govern the structure of social studies to ensure student success. (Contains 15 references.) (BT)

ED 442 713 SO 031 870

Wisconsin's Model Academic Standards for Art and Design Education.
PUB DATE- 00
NOTE- 40p.; This document replaces "Wisconsin's Model Academic Standards for Visual Arts."
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; *Art Education; Benchmarking; *Design; Elementary Secondary Education; *Fine Arts; Interdisciplinary Approach; Learning Processes; Public Schools; *State Standards; Student Educational Objectives
IDENTIFIERS- *Wisconsin

This Wisconsin academic standards guide for art and design explains what is meant by academic standards. The guide declares that academic standards specify what students should know and be able to do; what students might be asked to do to give evidence of standards; how well students must perform; and that content, performance, and proficiency standards are included. The guide also states that standards are benchmarked to the end of grades 4, 8, and 12. The guide notes that students learn to approach art and design from a variety of disciplines because art and design include not only the traditional fine arts but also design arts, media arts, visual learning skills, and the understanding of art and society. It points out that the arts are a result of the unique ability of the modern human mind to make connections among the basic skills in social relations, natural science, technology, and language, and that students learn to integrate knowledge and processes from many subjects to create and understand this more advanced form of human activity known as art. Following the general information part of the guide, the volume is divided into the following sections: Knowing (A. Visual Memory and Knowledge; B. Art and Design History, Citizenship, and Environment); Doing (C. Visual Design and Production; D. Practical Applications); Communicating (E. Visual Communication and Expression; F. Visual Media and Technology); Thinking (G. Art and Design Criticism; H. Visual Thinking); Understanding (I. Personal and Social Development; J. Cultural and Aesthetic Understanding); and Creating (K. Making Connections; L. Visual Imagination and Creativity). Sample proficiency standards conclude the guide. (BT)

ED 442 714 SO 031 871

Suleiman, Mahmoud
Teaching about Arab Americans: What Social Studies Teachers

levels and subject areas. The 15 curriculum projects in the collection are: (1) "China's One-Child Policy" (Michael Borrowman); (2) "China Chooses a Simulation" (Richard Cello); (3) "Women of China: Past, Present, Future" (Kathleen E. Dillon); (4) "The Cultural Revolution: An Introduction Unit for the Study of Contemporary China" (Dennis J. Ferry); (5) "China: Tradition and Transformation" (Claudette Butler Hatfield); (6) "China Approaching the 21st Century" (Sherry Henderson); (7) "A Multisensory Introduction to Modern China" (Anne Jellison); (8) "China Resource Based Unit of Study for Intermediate Ages" and "Chinese New Year" (Francia Johnson); (9) "The Dragon in China" (Sheila Karron); (10) "From Many into One--Chinese Religion" (Karin Kopciak); (11) "A Travel through Time in China" (Eileen Lang); (12) "China Curriculum Project--District Mentorship" (Anita Linn); (13) "China's 'Guanxi' Capitalism: Lessons on Chinese Business Ethics of the 90's" (Mary A. Price); (14) "The U.S. and Human Rights in China: A Simulation" (Elisabeth Sperling); and (15) "Why Transition in Contemporary China?" (Pam Vaughn). (LB)

ED 442 732 SO 031 904

Teaching about Modern Germany: Instructional Materials for the Social Studies Classroom. Correlation Charts Indicating Content and Skills Addressed by Each Lesson.
PUB DATE- 99
NOTE- 73p.; For corresponding curriculum documents, see ED 437 337, ED 426 043, ED 412 152, ED 412 150, ED 396 972, and ED 426 045.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Area Studies; *Economics; *European History; Foreign Countries; Secondary Education; Social Studies
IDENTIFIERS- European Union; *Germany

This instructional booklet for the social studies classroom is a companion to a series about modern day Germany. The materials describe the documents in the series and present correlation charts for content and skills: (1) "A Kid Like Me across the Sea"; (2) "Communities and Regions"; (3) "Overview of Germany"; (4) "Germany in Europe"; (5) "Geography of Germany"; and (6) "Cultural Reflections." Content areas include geography, culture, communities, and symbols. Skill areas include map reading and construction; charts, graphs, time lines, diagrams; photograph analysis; language skills; and problem solving and research. (LB)

ED 442 733 SO 031 905

Whiteside, Kathy
Building Geography Skills and Community Understanding with Constructivist Teaching Methods.
PUB DATE- 00
NOTE- 117p.; Masters of Arts Action Research Project, St. Xavier.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Education; Constructivism (Learning); Cooperative Learning; *Geography; Grade 2; Map Skills; Multiple Intelligences; Primary Education; Public Schools; Rural

provides tools to respond to their needs. Highlights include specific strategies for motivating students (including hard-to-reach students), case studies and vignettes, suggested activities for another day, reflective chapter-end questions, and Web sites for additional resources. The seven chapters are: (1) "The Complex Nature of Motivation"; (2) "Motivating Students to Learn"; (3) "A Framework for Motivating Students"; (4) "Motivational Strategies Concerning Instruction"; (5) "Motivational Strategies Concerning Evaluation and Recognition"; (6) "Academic and Behavioral Expectations"; and (7) "Motivating Hard-to-Reach Students." (Contains 96 references.) (SM)

ED 442 752 SP 039 278

Liu, Yu-zhen
The Cultivation of the Whole Child.
PUB DATE- 00
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; *Child Development; Curriculum; Elementary Secondary Education; Foreign Countries; Holistic Approach; *Moral Development; Moral Values; Public Education; *Student Development; Teacher Responsibility; Tests; Textbooks
IDENTIFIERS- China; Massachusetts

This paper discusses how today's children must be prepared to meet the challenge of the information age, stressing the importance of cultivating the whole child and noting the teacher's role in this endeavor. The first section describes basic education in China, focusing on required schooling, the curriculum, textbooks, examinations, and moral education. The second section presents a view of education in the United States, focusing on the state of Massachusetts. The third section compares the two education systems, examining commonalities and disparities. The fourth section focuses on the cultivation of the whole child, which is one of the commonalities between the two countries. It discusses the cultivation of children's personal qualities (moral, psychological, physical, cultural, and professional) and cultivation of children's abilities, including the ability to learn and the ability to adapt in an ever-changing world. The accumulation and application of knowledge accompany the development of children's personal qualities and abilities. When children are trained to become people with high personal qualities and abilities, they are learning how to know and how to do. As their knowledge increases, their personal qualities and abilities also grow. (SM)

ED 442 753 SP 039 279

Thompson, Kelvin
Issues Affecting Teaching On-Line: An Annotated Bibliography.
PUB DATE- 99
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Case Studies; Cognitive Style; *Computer Uses in Education; Content Analysis; Cooperative Learning; Educational Technology; Electronic Mail; Elementary Secondary Education;

view entry-year teachers' performance in accord with the research on novice teachers' performance. Participants were teachers, principals, and a central office administrator, most of whom had never conducted an observation of another teacher. The participants completed the Pathwise training then conducted an observation of another teacher using the framework. At the end of 3 weeks, they participated in a debriefing. At this time, they responded to an open-ended survey about their experiences conducting first-time observations using Pathwise in terms of their: (1) successes in their initial observation; (2) struggles in completing the observation; (3) perceived advantages and disadvantages to using Pathwise; and (4) concerns about mentoring. Respondents commented positively on the concreteness and clarity of the criteria in focusing their observations of entry-year teachers' teaching performances and minimizing observer bias. Major concerns included the amount of time and paperwork involved in doing an observation and anxiety over their own lack of expertise in applying these newly-learned skills. (Contains 29 references.) (SM)

ED 442 773 SP 039 301

Buchberger, Irina
Struggle for Diversity of Languages in a Harmonising European Context: New Tasks for Teacher Education.
PUB DATE- 00
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bilingual Education; Educational Policy; Elementary Secondary Education; Foreign Countries; Higher Education; Immersion Programs; *Multilingualism; Preservice Teacher Education; *Second Language Learning
IDENTIFIERS- Europe; European Union; Finland; *Language Diversity; Nordic Countries; Sweden

Education policies of the European Commission and the Council of Europe stress the importance of cultural and language diversity. A white book by the European Commission on education and training recommends that every European citizen be able to communicate in at least 3 of the 12 officially recognized languages of the European Union by the end of high school. Simultaneously, there has been a major move toward using English within the 15 member states of the European Union. Against this backdrop, mother tongue teaching and learning as well as foreign language teaching/studying/learning are confronted with many new situations. Teacher education must provide the ability for prospective teachers to acquire the professional competence necessary to deal proactively with this phenomenon. This paper uses Finland and Sweden as examples of developments within the European Union, presenting various solutions in teacher education which have been adopted in these Nordic countries. Solutions include teaching more foreign languages and teaching them earlier; providing immersion programs; providing bilingual education; and teaching old minority languages as new school subjects. The paper examines the cognitive benefits of multilingualism and discusses trends in language teaching and learning in Nordic countries. (Contains 43 references.) (SM)

understanding of the field. The survey is appended. (Contains 11 references.) (SM)

ED 442 793 SP 039 325

Shapley, Kelly S.; Cooter, Kathleen S.; Cooter, Robert B., Jr.
Challenges for Literacy Instruction: The Role of Teacher Capacity Building in the Dallas Reading Plan.
PUB DATE- 99
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Elementary Education; Elementary School Students; Elementary School Teachers; Faculty Development; Inservice Teacher Education; *Literacy Education; Management Development; Principals; Program Effectiveness; *Reading Achievement; *Reading Instruction; Urban Schools
IDENTIFIERS- Dallas Independent School District TX

This study examined the role of teacher capacity building in the Dallas Reading Plan, a 5-year, systemic reform initiative committed to enhancing students' reading achievement, emphasizing the redesigned Reading Academy, a trainer of trainers delivery system that supported educators' knowledge acquisition. Implementation and outcome data were collected for 144 elementary schools throughout the 1997-98 school year, during which time teachers, principals, librarians, and aides received training. The study investigated: the nature of the delivery system and training model; the extent to which training impacted participants' knowledge and classroom practices; the extent to which students' reading achievement changed as a result of reform initiatives; and how the Reading Academy was redesigned to meet participants' needs. Data collection included classroom observations, surveys of teachers and principals, student academic achievement data (from the district database), and focus groups. Participants rated the training highly. The training model enabled most teachers to receive a consistent message on critical instructional methods. Teachers integrated many of the instructional methods into classroom practice. There was considerable variance in the quality of instruction delivered by individual teachers. Student reading outcomes declined from first to third grade. (Contains 33 references.) (SM)

ED 442 794 SP 039 326

Joseph, Pamela Bolotin
Teaching about "The Moral Classroom": A Moral Lens for Reflecting on Practice.
PUB DATE- 00
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Curriculum Development; Elementary Secondary Education; *Ethical Instruction; Faculty Development; Higher Education; Inservice Teacher Education; *Moral Development; *Moral Values; Preservice Teacher Education; Teacher Attitudes; *Teacher Improvement; Teacher Role
IDENTIFIERS- *Moral Behavior

in one of the content areas of English, Mathematics, Reading, and Science. In spite of the small sample, observations from the study highlight issues test developers might want to consider in determining how to present a test. Several factors were identified that might lead an examinee to respond to more than just item content when giving an answer: page and line breaks, passage and item layout features, highlighting, and item characteristics. Other factors include navigational features such as scrolling, item review, item preview, and omit capability. Examinee characteristics contributed to many of the observed mode effects, especially examinee carelessness. Care should be taken to ensure that the examinee is responding to item content only and not to inherent features associated with the test administration mode. (Contains 16 references and 16 tables.) (SLD)

ED 442 814 TM 031 234

Barnette, J. Jackson; McLean, James E.
Use of the Significance Test as a Protection against Spuriously High Standardized Effect Sizes: Introduction of the Protected Effect Size.
PUB DATE- 00
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Effect Size; Monte Carlo Methods; Simulation; *Statistical Significance; Test Use

The level of standardized effect sizes obtained by chance and the use of significance tests to guard against spuriously high standardized effect sizes were studied. The concept of the "protected effect size" is also introduced. Monte Carlo methods were used to generate data for the study using random normal deviates as the basis for sample means to be compared using one-way analysis of variance. Standardized effect sizes were generated for 5000 replications within each combination of number of groups from 2 to 10 and sample sizes from 5 to 100 in steps of 5, resulting in 900,000 total replications. Results indicate that the significance test does provide some protection against judging spuriously high standardized effect size values as being meaningful. Applying a statistical significance test does substantially reduce the proportion of standardized effect sizes that achieve small, medium, or large criteria levels by chance. Perhaps the arguments should not be about using either statistical significance testing or effect sizes. Instead, the focus should be on finding ways to combine the philosophies and methods of both to make decisions about group differences. (Contains 5 figures. 6 tables, and 36 references.) (SLD)

ED 442 815 TM 031 235

Rosen, Gerald A.
Computer-Based Testing: Test Site Security.
PUB DATE- 00
NOTE- 8p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education New (Orleans, LA, April 25-27, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

Collecting and Reporting Dropout Data in Louisiana.
PUB DATE- 00
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (81st, New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Data Collection; Databases; Dropout Research; *Dropouts; Elementary Secondary Education; *Research Reports; *Student Records
IDENTIFIERS- *Louisiana

This paper describes the design and function of Louisiana's statewide student-level database, the Student Information System (SIS). In Louisiana the State Board of Elementary and Secondary Education adopted the dropout definition of the National Center for Education Statistics for use by all Louisiana public schools in the 1989-1990 school year. In 1993, the state implemented the SIS, and in 1994-1995 the state began reporting dropout statistics extracted from the SIS, bringing state dropout reporting into compliance with federal dropout definitions. The SIS consists of individualized records on the nearly 800,000 students enrolled in Louisiana public schools statewide. The SIS makes it possible to track all students through identification numbers (usually the Social Security number) and record suspensions and expulsions as well as dropouts. Examination of the past 5 years of dropout statistics indicates a sharp increase in Louisiana's dropout rate between 1994-1995 and 1995-1996. This dramatic increase is due to systemic changes in the procedure used to collect and report data. The SIS now is an effective and sophisticated method for tracking the movement of students through the public education process. An appendix contains definitions for SIS entry and exit codes. (Contains 3 figures and 11 references.) (SLD)

ED 442 836 TM 031 256

Kobrin, Jennifer L.
An Investigation of the Cognitive Equivalence of Computerized and Paper-and-Pencil Reading Comprehension Test Items.
PUB DATE- 00
NOTE- 40p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; *College Students; *Computer Assisted Testing; Higher Education; *Protocol Analysis; *Reading Comprehension; Reading Tests; *Student Attitudes; *Test Format; Test Results
IDENTIFIERS- Graduate Record Examinations; *Paper and Pencil Tests

The comparability of computerized and paper-and-pencil tests was examined from cognitive perspective, using verbal protocols rather than psychometric methods, as the primary mode of inquiry. Reading comprehension items from the Graduate Record Examinations were completed by 48 college juniors and seniors, half of whom took the computerized test first followed by the paper-and-pencil version, and half of whom took the paper-and-pencil test before the computerized test. Participants were asked to think aloud as they answered the test questions. The of FACES for each sample that illustrates outlier cases. (SLD)

ED 442 856 TM 031 276

Sawyer, Richard; Schiel, Jeff
Posttesting Students To Assess the Effectiveness of Remedial Instruction in College.
PUB DATE- 00
NOTE- 35p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New Orleans, LA, April 25-27, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Achievement Gains; *College Students; Higher Education; *Pretests Posttests; *Remedial Instruction

At many postsecondary institutions, there are two levels of first-year courses: a "standard" course in which most students enroll; and a "remedial" course for academically underprepared students. This paper is concerned with determining whether taking a remedial course increases the cognitive skills that students need to succeed in a standard course. The paper describes some effectiveness indicators based on data from posttesting students (i.e., testing them after they have completed a remedial course). The paper also discusses how prior selection and measurement error in the initial placement test and the posttest affect the indicators. An example is provided to illustrate the indicators and the effects of prior selection and measurement error. Pretest and posttest data were obtained from students enrolled in 9 2-year institutions and 10 4-year institutions in a state postsecondary education system in which placement decisions are made using 1 of 2 screening tests, followed in some cases by a placement test. The numbers of pretested students were 4,434 for Algebra, 8,563 for Reading, and 6,281 for Writing. Results suggest that students who completed the remedial courses offered by this group of institutions increased their academic skills. An appendix contains four propositions for approaching the data. (Contains 2 tables and 15 references.) (SLD)

ED 442 857 TM 031 277

Chiu, Christopher W. T.
A Subdividing Method for Generalizability Theory: Precision of Measurement Errors and Patterns of Missing Data.
PUB DATE- 00
NOTE- 43p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New Orleans, LA, April 25-27, 2000). This study was based on a dissertation (Chiu, 1999) funded by the Dissertation Awards from the Graduate School at Michigan State University (MSU) and the Society of Multivariate Experimental Psychology (SMEP). The study equipment was sponsored by the Educational Testing Service (contract number: Ref. No. 5530) and by the computer center at MSU.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Difficulty Level; *Error of Measurement; *Generalizability Theory; Interrater Reliability; Monte Carlo Methods; Simulation
IDENTIFIERS- *Missing Data

A procedure was developed to analyze data with missing

DESCRIPTORS- *Attitudes; College Faculty; Ethics; Higher Education; Hispanic Americans; *Inquiry; *Minority Groups; *Personal Narratives; *Research Methodology; Researchers
IDENTIFIERS- Latinas; *Researcher Subject Relationship

A researcher who is also a college teacher reflects on the personal meaning of research and the relationship between researcher and subject. As teacher-researchers embark on the process of discovery, they engage in relationships with informants. Developing these relationships requires implicit moral and ethical responsibility, mutual respect, and reciprocity. Relationships become the central focus of interpretative research where all participants collaborate as researchers and learners. The ethics of building relationships with informants requires researchers to disclose their intentions fully and to regard informants as co-learners. The researcher's experience in a study involving Latinas illustrates the complexities of the researcher-informant relationship and the importance of cultural sensitivity in the research process. (Contains 14 references.) (SLD)

ED 442 878 TM 031 304

Hansen, Mary A.; Cerrillo, Tracy L.; Lane, Suzanne; Paluda, Jennifer; Parke, Carol S.; Van den Heuvel, Jill R.
The Relationship between MSPAP and Social Studies Classroom Instruction and Assessment Materials.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 00
NOTE- 31p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New Orleans, LA, April 25-27, 2000). For the evaluation of Maryland teachers' classroom science materials, see TM 031 305.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; *Elementary School Teachers; *Instructional Materials; *Middle School Teachers; Middle Schools; Outcomes of Education; *Performance Based Assessment; *Social Studies; *Student Evaluation
IDENTIFIERS- Maryland; *Maryland School Performance Assessment Program

As part of a research project being conducted to determine the impact that the Maryland Learning Outcomes and the Maryland State Performance Assessment Program (MSPAP) are having on classroom instruction and assessment practices, social studies classroom materials were collected from elementary and middle schools in Maryland during the 1997-1998 school year. These materials were examples of instruction and assessment activities used by teachers in their day-to-day teaching. The activities were analyzed with respect to the extent to which they are aligned with the Maryland Learning Outcomes in the social studies area and the extent to which they represent MSPAP tasks with regard to such features as processes assessed, format, response types required, and integration with other subject areas. In all, 304 social studies teachers from 61 schools sent in social studies activities, a response rate of 71%. The analyses of the social studies classroom materials sent in by teachers suggests that the instruction and assessment classroom activities are similar to each other in their representation of the Maryland Learning Outcomes and similarity to MSPAP-like tasks. These activities are less similar to the learning outcomes and tasks, however, than the MSPAP test preparation activities. (Contains 15 tables and 1

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Adolescents; Children; Class Activities; *Consciousness Raising; Federal Government; Federal Legislation; *Homeless People; Learning Activities; Political Issues; Poverty; *Social Responsibility

This packet presents educational materials to help teachers, students, and parents understand homelessness. Section 1, "America's Homeless Children: Educational Information for Students, Teachers, and Parents," discusses what it is like to be homeless, how many children are homeless, how homelessness is harmful, how children become homeless, and how to help homeless families. Section 2, "What You Can Do To Help Homeless Children and Families: Ideas for Kids, Classrooms, and Schools," presents individual and school activities. Section 3, "America's Homeless Children: Issues Before Congress," examines what Congress is currently examining and doing. Section 4, "Ben's Guide to U.S. Government for Kids: The Legislative Branch," and Section 5, "Ben's Guide to U.S. Government for Kids: How Laws Are Made," explain components and procedures of the U.S. government. Section 6, "Selected Resources for Students, Teachers, and Parents," lists resources on homelessness, community service, social activism, and the U.S. government and the legislative process. Section 7, "Classroom Activities on Homelessness," presents activities that help students: explore what home means to them; explore myths and stereotypes about homelessness; examine homelessness and poverty through novels; talk with homeless people; create kids care kits for homeless people; and write letters to public officials. (SM)

ED 442 897 UD 033 638

America's Homeless Children: New Outcasts. A Public Policy Report from the Better Homes Fund.

SPONS. AGENCY- Harman Cain Foundation, Needham, MA.; Annie E. Casey Foundation, Baltimore, MD.; Kellogg Foundation, Battle Creek, MI.

PUB DATE- 99

NOTE- 54p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Adolescents; *Child Health; *Children; Elementary Secondary Education; Equal Education; *Family Problems; Family (Sociological Unit); High Risk Students; *Homeless People; Housing Needs; Mental Health; Public Policy; Violence

This report presents information on homeless children in the United States to gain the attention of policymakers and the media. Information comes from years of rigorous scientific research. The report presents both findings and solutions, including concrete steps to secure food, shelter, health care, and schooling to help homeless children and families survive from day to day. It also offers longer-term steps that address the underlying causes of homelessness (lack of affordable housing, limited economic opportunity, and the malignant cycle of poverty and violence). After an introduction, Part 1 discusses "Homelessness Makes Children Sick"; "Homelessness Wounds Young Children"; "Homelessness Devastates Families"; and

ED 442 918 UD 033 663

Title I Program: Stronger Accountability Needed for Performance of Disadvantaged Students. Report to Congressional Requesters.
PUB DATE- 00
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Accountability; *Disadvantaged Youth; Elementary Secondary Education; Low Income Groups; *Poverty; Public Education
IDENTIFIERS- *Elementary Secondary Education Act Title I

This report presents information about Title I services at schoolwide and targeted assistance schools, state efforts to hold schools and districts accountable for student achievement, and research and evaluations of Title I and schoolwide programs. Data were obtained and analyzed from a variety of sources at the federal, state, district, and school levels. Data collection included review of 3 national databases; onsite visits; interviews with state officials, district staff, principals, and teachers in 5 states; surveys of Title I directors in all 50 states; literature reviews; interviews with staff in the Office of Compensatory Education, federal officials, and major education association representatives; and reviews of other education documents. Results indicate that: educators believe schoolwide approach can provide additional opportunities in high poverty areas; most states are not positioned to hold schools and districts accountable for educational outcomes of disadvantaged students; and evaluations of Title I and schoolwide programs have been limited. Recommendations for Congress are: The Department of Education (ED) should conduct additional activities to facilitate the exchange of information and best practices among states, and ED should implement additional measures to improve research on the effectiveness of specific services in both schoolwide programs and targeted assistance schools. Appendices include comments from the Department of Education concerning the report. (SM)

ED 442 919 UD 033 664

Blackwell, James E.
The African-American Experience at the University of Massachusetts Boston: Challenges and Future Directions. Occasional Paper No. 45.
PUB DATE- 99
NOTE- 30p.; This paper is based on a special lecture co-sponsored by the William Monroe Trotter Institute, the Department of Sociology and the Black Faculty/Staff Caucus of the University of Massachusetts Boston on September 30, 1998 as part of the commemoration of the 25th Anniversary of the founding of the African Studies Department.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Black Students; *Black Studies; *Black Teachers; *College Faculty; College Students; Diversity (Faculty); Diversity (Student); *Equal Opportunities (Jobs); *Females; Higher Education; Racial Discrimination; Racial Segregation; Sex Discrimination
IDENTIFIERS- *African Americans; University of Massachusetts Boston

To address the need to understand the extent and types of teacher use of computers and the Internet, as well as teachers' perceptions of their own preparedness to use these tools in their classes, a National Center for Education Statistics (NCES) survey was commissioned. The survey found that 99% of full-time regular public school teachers reported they had access to computers or the Internet somewhere in their schools. This Stats in Brief focuses on those teachers. Thirty-nine percent indicated that they used computers or the Internet "a lot" to create instructional materials, and 34% reported using computers "a lot" for administrative record keeping. Less than 10% reported using computers or the Internet to access model lesson plans or to access research and best practices. Newer teachers were more likely to use computers or the Internet. Teachers' use of computers or the Internet at school varied for some types of uses by school poverty level. Sixty-six percent reported using computers or the Internet for instruction during class time. Forty-one percent reported assigning students work that involved computer applications such as word processing or spreadsheets to a moderate or large extent; 31% reported assigning practice drills, and 30% reported assigning research using the Internet to a moderate or large extent. Elementary school teachers were more likely than secondary school teachers to assign students practice drills using computers and to have their students use computers or the Internet to solve problems; however, secondary school teachers were more likely to assign research using the Internet. Teachers in the lowest poverty schools were more likely to report assigning student work involving computers to a moderate or large extent than teachers in the highest poverty schools. Teachers with professional development in the use of computers and the Internet over the last three years were more likely to assign students various types of computer- and Internet-based work. Twenty-three percent reported feeling well-prepared to use computers or the Internet in the classroom, and an additional 10% reported feeling very well prepared. Teachers with fewer years of experience and those with more hours of professional development felt better prepared to use computers and the Internet for classroom instruction. (AEF)

ED 442 464   IR 020 295

Technical Assistance Sampler on: Using Technology To Address Barriers to Learning.
SPONS. AGENCY- Department of Health and Human Services, Washington, DC.; Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.; Public Health Service (DHEW), Arlington, VA.
PUB DATE- 99
NOTE- 82p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - General (130)
DESCRIPTORS- Access to Information; *Computer Uses in Education; Educational Resources; Educational Technology; Higher Education; Information Sources; *Information Technology; Instructional Improvement; User Needs (Information)
IDENTIFIERS- University of California Los Angeles

Under the auspices of the School Mental Health Project in the Department of Psychology at the University of California, Los Angeles (UCLA), the Center for Mental Health in Schools approaches mental health and psychosocial concerns from the broad perspective of addressing barriers to learning and promoting healthy development. To accommodate the information classroom practices is to link their teaching goals to classroom assessment. Also effective for instructors interested in increasing students' epistemological beliefs is the importance of instructor feedback to students. In addition, instructors can construct tests and assignments that foster integration of knowledge. Specific discussions and written self-reflections about epistemology among teachers and students can, at the very least, make students aware of their beliefs. Teachers also need to be aware of the forces impeding higher-order thinking skills, evaluation and integration of knowledge, pressures such as grades and coverage of course materials. (Contains 25 references.) (VWC)

ED 442 484 JC 000 406

Siadat, Mohammad Vali; Callahan, Thomas
The Effectiveness of the Mathematics (100/110) Placement Test (1983-1984).
PUB DATE- 84
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Community Colleges; *Educational Testing; *Mathematics Achievement; Mathematics Education; *Mathematics Tests; Student Evaluation; *Student Placement; Two Year Colleges

The need for a mathematics placement test was acknowledged because a number of students registered in introductory algebra (Math 110) were struggling with problems involving only arithmetic operations. A placement test was selected with the intention to effectively detect students with arithmetic deficiencies and place them in a remedial mathematics class that would be called Mathematics 100. At the beginning of fall semester 1983, most of the Mathematics 110 teachers administered the Mathematics (100/110) Placement Test to 150 students. The scores were recorded and kept. The idea was to monitor the students and compare their course performance with their placement test scores. The purpose of this paper is to describe how the data was organized, analyzed, and interpreted. It was found that 83% of the students who scored at or above a 44 on the placement test received a grade of C or better in Mathematics 110, compared with 46% of those who scored below 44. In light of the data and analysis presented in this report, the use of the placement test is warranted. Clearly, with its use, students can be placed much more effectively in Mathematics 100 and Mathematics 110. Its continued use will alleviate much frustration on the part of the students and teachers. (VWC)

ED 442 485 JC 000 407

Windham, Patricia
A Comparison of Native Award Rate and Total Award Rate by Program Area. Data Trend 10.
PUB DATE- 98
NOTE- 20p.; Some tables are missing text.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Community Colleges; Degrees (Academic); *Educational Attainment; Outcomes of Education; State Colleges; Student Characteristics; *Student Educational Objectives; Two

PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Community Colleges; Educational Planning; *Employment Patterns; Outcomes of Education; Program Evaluation; *Strategic Planning; Two Year Colleges
IDENTIFIERS- *Hudson County Community College NJ; New Jersey; New York (New York)

This report is part of Hudson County Community College's (HCCC) work in providing analysis of employment trends for the following purposes: to help the college understand employment projections as they relate to its programs; to provide employment projections for upcoming program reviews; and to assist the college as it develops a strategic plan. The primary report used in preparing this analysis was Hudson County Estimated and Projected Employment by Occupation, 1996-2006 (hereafter Projected Employment), which provides growth and decline data for the following occupational categories: executive, administrative, and managerial; professional specialty; marketing and sales; administrative support; service; and production, craft, and repair. Because the data in Projected Employment cover a wide range of labor categories, an analysis of occupations related to HCCC programs was conducted and results are tabularized according to at least one of the following criteria: students could obtain employment within the occupation upon graduating from HCCC; or they could obtain employment after further study. The report concludes that food/beverage preparation, primary and secondary education, office administration and support, and information technology provide key avenues of employment for HCCC students in programs related to those areas. Virtually all employment categories require that students possess strong basic skills in the traditional areas of communications and mathematics, as well as in information technology. (VWC)

ED 442 505 JC 000 430

Vera, Mary Helen; Burgos-Sasscer, Ruth
Community College Women's Centers: A Question of Survival.
PUB DATE- 98
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Community Colleges; Females; *Financial Support; Futures (of Society); *Government Role; *Government School Relationship; *Institutional Role; Job Skills; Student Personnel Services; Two Year Colleges; *Womens Education

This report presents the findings from a study of 57 women's centers at community colleges across the country. In spite of the diversity of the origins and evolution of campus-based women's centers, the evidence indicates that most centers today provide educational support services and advocacy for campus women, many of whom are single parents. The role and scope of the centers have changed in various ways. Some report a shift from a feminist orientation to one that emphasizes "hard skills" that aid in employability and self-sufficiency while others have turned to issues related to general college curricula. The apparent contradiction in focus is possibly due to the variance in the needs and interests of the different segments of the target population. It may also confirm the previous research that suggests that women's centers address a wide range of populations, needs and concerns. Although community college programs fare better than university-based women's centers because of federally funded programs that

Effectiveness Chart identifies the eight Areas of Inquiry adopted by TMCC as the College's key indicators for institutional effectiveness in 1996. Each Area of Inquiry is linked to one or more of the College's Strategic Goals. The key word for each College Goal is identified with one or more Areas of Inquiry in order to show the relationship of the performance indicators to planning and budgeting. The key Areas of Inquiry for Institutional Effectiveness are as follows: Access and Equity; Employment Preparation and Placement; College University Transfer; Workforce Development; College/Community Partnerships; Cultural and Cross-Cultural Development; Instructional Effectiveness; and Resource Effectiveness. For five of these areas, subsequent pages in the report document one or more outcomes related to the area of inquiry. Contains 18 charts and graphs. (JA)

ED 442 525 JC 000 465

Institutional Effectiveness: A Model for Planning, Assessment & Validation.
PUB DATE- 99
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; *Educational Objectives; *Educational Planning; Educational Quality; *Institutional Mission; Long Range Planning; Two Year Colleges
IDENTIFIERS- *Truckee Meadows Community College NV

The report presents Truckee Meadows Community College's (Colorado) model for assessing institutional effectiveness and validating the College's mission and vision, and the strategic plan for carrying out the institutional effectiveness model. It also outlines strategic goals for the years 1999-2001. From the system-wide directive that education and training are the chief means of developing human capital for investment in the economic health of the state of Nevada, the College has developed its own mission statement: "To develop our communities' diverse human potential." Truckee Meadows vision is to become the nexus for life-long learning for all members of the community. With the development and accessibility to information systems and networks (interactive learning), the College will provide customized quality learning at any location, at any time, for any level of readiness, and in flexible learning environments. Some of the key strategic goals include: (1) keeping pace with changing technologies to ensure student success; (2) functioning as a catalyst for strategic alliances with business and industry; (3) enhancing the college's outreach efforts; (4) delivering high quality education and services to upgrade skills; (5) expanding environmental scanning, forecasting, and research activities; and (6) assessing instructional effectiveness and student satisfaction. (JA)

ED 442 526 JC 000 466

Student Climate Survey, Spring 1998.
PUB DATE- 98
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Attendance; Community Colleges; *Educational

IDENTIFIERS- Europe; Historical Background; United States

Examining why the United States is one of the few advanced democratic market societies that do not offer child care as a universal public benefit or entitlement, this book is a comprehensive history of child care policy and practices in the United States from the colonial period to the present. The book shows why the current child care system evolved as it did and places its history within a broad comparative context. Drawing on a full range of archival material, the book shows how U.S. child care policy was shaped by changing theories of child development and early childhood education, attitudes toward maternal employment, and conceptions of the proper roles of minority women. The book further argues that current policy--erratic, inadequate, and stigmatized--is typical of the American way of "doing welfare." Following an introduction on child care and social citizenship for women, the book's chapters are as follows: (1) "The Multiple Origins of American Child Care"; (2) "The Road Not Taken: A Turning Point in Policies toward Wage-Earning Mothers"; (3) "Studied Neglect: Federal Inaction in the 1920s"; (4) "Uncle Sam's Cradles: New Deal and Wartime Policies"; (5) "Should Mothers Work? Prescriptions and Practices in the Postwar Era"; (6) "Making an Issue of Child Care"; and (7) "A Divided Constituency," on competing social attitudes toward out-of-home care. The book's epilogue explores American child care policy in comparison to that of European countries. Four appendices include a list of attendees at the 1941 Conference on Day Care of Children of Working Mothers and a list of 17 ways in which business can become involved in child care. (Contains extensive notes, by chapter.) (HTH)

ED 442 544 PS 028 238

Brazelton, T. Berry
Discipline: Teaching Limits with Love. Videotape .
PUB DATE- 99
NOTE- 0p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Non-print Media (100)
DESCRIPTORS- Child Development; *Child Rearing; Corporal Punishment; *Discipline; *Infants; *Parent Child Relationship; *Parents; Safety; Self Control; *Toddlers; Videotape Recordings
IDENTIFIERS- Daily Routines; Disciplinary Styles

Setting limits is one of the most difficult challenges parents face. In this 27-minute videotape, renowned pediatrician T. Berry Brazelton shows parents that setting limits is not punishment, but rather a loving way to teach a child how to control his or her own behavior. Highlighting parents interacting with their infants and toddlers in a variety of settings, the video notes that children seek limits from birth and that parents begin setting limits when they create caregiving and family routines. Information is included on following topics: (1) why a child looks for limits, highlighting the development of trust and emotional security; (2) techniques for setting effective limits from early infancy, focusing on caregiving and family routines; (3) why a firm but gentle approach is the most effective; (4) managing emotions and avoiding physical punishment; and (5) why the limits children learn in their first few years build a foundation for the rest of their lives. The videotape also discusses parental the U.S. visa issuing post, and the number of orphans immigrated into the U.S. from that country. Appended are lists of resources and contacts, a glossary, and a bibliography of 109 resource materials. (KB)

ED 442 563 PS 028 645

Glennon, Will
200 Ways To Raise a Girl's Self-Esteem: An Indispensable Guide for Parents, Teachers & Other Concerned Caregivers.
PUB DATE- 99
NOTE- 271p.; Foreword by Virginia Beane Rutter.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Change Strategies; *Child Rearing; *Children; *Daughters; Emotional Development; Emotional Experience; *Females; *Parent Child Relationship; Self Efficacy; *Self Esteem; Teacher Student Relationship
IDENTIFIERS- Risk Taking Behavior

Arguing that girls need caring adults to teach, advise, and create rituals that help them negotiate the transition to a womanhood based on feminine values and that includes roles traditionally thought to be male, this book provides a practical guide for raising healthy girls and suggests exercises for parents and teachers. Chapter 1 maintains that a healthy self-esteem is the result of being raised, loved, and mentored well. Chapter 2 presents activities highlighting the role that communicating parental love plays in laying the groundwork for developing self- esteem. Chapter 3 contains suggestions for modeling the kinds of attitudes and behaviors that will impact daughters' identity positively. Chapter 4 presents activities or suggestions for using words carefully with regard to feelings, sexuality, appearance, and identity. Chapter 5 describes how actions send a more powerful message than words and presents suggestions related to body language, unconscious bias, friend choices, and self defense. Chapter 6 explores ways that parents and teachers can create situations that will provide girls with the experience of self-discovery and the experience of being capable. Chapter 7 discusses the importance of sincerity in words and actions, and includes suggestions for spending more time with daughters, teaching a healthy respect for things, avoiding backhanded compliments, and making growing up fun. Chapter 8 reflects on the ways parents and teachers are blessed by playing such an important role in their lives, and the responsibility that accompanies that gift. (Contains 47 references.) (KB)

ED 442 564 PS 028 646

Glennon, Will
200 Ways To Raise a Boy's Emotional Intelligence: An Indispensable Guide for Parents, Teachers & Other Concerned Caregivers.
PUB DATE- 00
NOTE- 221p.; Foreword by Jeanne and Don Elium.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-

affect the progress teens make in these critical tasks. The articles are as follows: (1) "Stress and Resilience in Adolescence: An Evolutionary Perspective" (Mihaly Csikszentmihalyi and Jennifer A Schmidt); (2) "Identity Formation in Adolescence" (Dena Phillips Swanson, Margaret Beale Spencer, and Anne Petersen); (3) "Growing Up Female" (Ellen B. Kimmel, with Tricia Rudolph); (4) "Adolescent Sons and Daughters of Immigrants: How Schools Can Respond" (Margarita Calderon); (5) "How Secondary Schools Contribute to Academic Success" (Fred M. Newmann); (6) "Learning Contexts beyond the Classroom: Extracurricular Activities, Community Organizations, and Peer Groups" (B. Bradford Brown and Wendy Theobald); (7) "Social Institutions Serving Adolescents" (Chandra Muller and Michelle Frisco); (8) "Working: Perceptions and Experiences of American Teenagers" (Charles Bidwell, Barbara Schneider, and Kathryn Borman); (9) "Adolescent Part-Time Work and Educational Achievement" (Jeylan T. Mortimer and Monica Kirkpatrick Johnson); and (10) "Making the Transition from High School: Recent Trends and Policies" (David Lee Stevenson, Julie Kochanek, and Barbara Schneider). Each article contains references. (HTH)

ED 442 582   PS 028 677

Foster, Catherine Crystal
Voices for America's Children: The Progress and the Promise.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.; Freddie Mac Foundation, McLean, VA.
PUB DATE- 00
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Advocacy; Annual Reports; *Child Advocacy; Child Welfare; Childhood Needs; *Children; Childrens Rights; History; Organizations (Groups); Program Descriptions; *Social Indicators; *Well Being
IDENTIFIERS- *Indicators; *National Association of Child Advocates

On the occasion of the fifteenth anniversary of the National Association of Child Advocates (NACA), this report discusses the current status of children, demonstrates the progress in the well-being of children due to the organization's efforts, identifies current challenges for child advocates, and describes the history of the organization. Statistics are presented on the current status of children with regard to child support, school readiness, immunizations, health insurance, poverty level, and other important characteristics. The report notes that although significant progress has been made with regard to health insurance coverage, child poverty rate, teen birth rate, participation in the School Breakfast Program, infant mortality rate, juvenile homicides, and child abuse and neglect rates, considerable challenges remain. Child advocacy is defined, and the work of the National Association of Child Advocates from its inception is described. A Child Advocacy Timeline from 1847 to the present day includes important milestones in the history of child advocacy efforts in the United States. The report also contains a list of members of the National Association of Child Advocates organized by state, describes the accomplishments of NACA members, and details the support NACA provides to its members. The report delineates the challenges for NACA in the next 15 years and presents a list of supporting organizations. The report concludes with the 1999-2000 annual report from the

Singh, Parlo
Pedagogic Work, Social Class and Cultural Difference.
PUB DATE- 99
NOTE- 26p.; Paper presented at the Joint Conference of the Australian Association for Research in Education and the New Zealand Association for Research in Education (Melbourne, Australia, November 29-December 2, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Communication; Cultural Differences; *Culture Conflict; Educational Environment; Educational Strategies; Educationally Disadvantaged; Elementary Secondary Education; Foreign Countries; *Interpersonal Communication; *Pacific Islanders; School Community Relationship; Social Differences; *Student Behavior; *Teacher Student Relationship
IDENTIFIERS- Australia (Queensland); *Communication Behavior; *Samoans

A study examined how pedagogic work in Queensland (Australia) schools could be reformed to meet the educational needs of low-achieving students from working-class and unemployed Samoan/Pacific Islander communities. Interviews were conducted with 39 primarily Anglo-Australian teachers and 35 Samoan/Pacific Islander parents and community members serving as paraprofessionals at five schools in a low socioeconomic area with many working-class Samoan immigrants. The interviews revealed that Samoan children are likely to enter school having been socialized into the respectful communicative practices of the "fa'aSamoa" (Samoan Way). Samoan culture has distinct social classes, and three language forms and accompanying dispositions are used in different social contexts. A Samoan individual's importance is in relation to the importance of other people, but Australian schools are operated from a European perspective, which is based on the individual. This sets up a disjuncture between the communicative dispositions of Samoan children and the behaviors expected of students in school. As a result, Samoan students are likely to experience difficulty accessing the knowledge transmitted through schooling. Community members attributed the educational difficulties of Samoan students to the communicative practices of schooling, specifically the form of the teacher-student relationship, rather than to curricular content. Changes that would minimize these difficulties include creation of a supportive preschool structure, relaxation of the pacing and sequencing of instructional and regulative discourses, and incorporation of community forms of symbolic control into the school environment. (Contains 33 references.) (TD)

ED 442 601 RC 022 471

Harvey, Mark
The National Outdoor Leadership School's Wilderness Guide: The Classic Handbook. Revised and Updated.
PUB DATE- 99
NOTE- 268p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Camping; Clothing; Conservation (Environment); Equipment; First Aid; Map Skills; *Outdoor Activities; *Outdoor

ED 442 619 SE 063 240

Singer, Maxine, Ed.; Tuomi, Jan, Ed.
Selecting Instructional Materials: A Guide for K-12 Science.
SPONS. AGENCY- Robert W. Woodruff Foundation, Inc., Atlanta, GA.
PUB DATE- 99
NOTE- 121p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; Curriculum Evaluation; Elementary Secondary Education; *Instructional Material Evaluation; *Instructional Materials; *Media Selection; National Standards; Science Instruction; State Standards
IDENTIFIERS- *National Science Education Standards

The instructional materials used in K-12 science classes provide the basis for what students can learn and what teachers should teach. The process used to select those materials is critical to providing students and teachers with a solid foundation for achievement and successful teaching. This report is addressed to school districts, school district administrators, individual schools, school administrators, teachers, scientists, school boards, parents, and the community at large. It provides a tested procedure for the evaluation and selection of K-12 science instructional materials that is consistent with state and/or national standards and thereby supports the science learning of all students. The first section of the report contains background information about curricula and current selection procedures, including the review and selection efforts of mother institutions. The second section is a guide to selecting instructional materials which was designed to assist local school districts in training evaluators and carrying out an effective review and selection process. (WRM)

ED 442 620 SE 063 241

Designing Mathematics or Science Curriculum Programs: A Guide for Using Mathematics and Science Education Standards.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 99
NOTE- 70p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Standards; *Curriculum Development; Elementary Secondary Education; *Mathematics Curriculum; Mathematics Education; National Standards; *Science Curriculum; Science Education; State Standards
IDENTIFIERS- *National Science Education Standards; *NCTM Curriculum and Evaluation Standards

With the publication by professional organizations of national academic standards in mathematics and science, a clear set of goals and guidelines for achieving literacy in mathematics and science has been established. This document was developed to help state- and district-level education leaders create coherent, multi-year curriculum programs that provide students with opportunities to learn both mathematics and science in a

(141)
DESCRIPTORS- *Educational Planning; Elementary Secondary Education; *High Risk Students; Higher Education; *Preservice Teacher Education; *Preservice Teachers; *Teaching Methods

It is part of the task of teacher educators to make the invisible part of teaching visible to teacher education candidates. During class discussions and in written assignments, pre-service teachers often talk about meeting the needs of all students. This dedication to teaching to all students appears to falter when confronted with activities that push the pre-service teachers to take ownership of situations and propose alternative actions, or when they are faced with teaching in diverse classrooms. This paper describes methods of helping pre-service teachers develop action plans for addressing student needs in regards to learning styles, gender, and cultural diversity. (CCM)

ED 442 642 SE 063 614

Finson, Kevin; Riggs, Iris M.; Jesunathadas, Joseph
The Relationship of Science Teaching Self Efficacy and Outcome Expectancy to the Draw-a-Science-Teacher-Teaching Checklist.
PUB DATE- 00
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; Higher Education; Outcomes of Education; Preservice Teachers; *Science Instruction; *Science Teachers; *Self Efficacy; *Teacher Attitudes; Teacher Education

One concern of science educators is the beliefs of preservice teachers toward science teaching. Consequently, the goal of developing positive beliefs in preservice teachers emerges frequently in science education courses and programs. In science teaching contexts, self-efficacy is an individual's belief that one has the ability to effectively perform science teaching behaviors as well as the belief that his or her students can learn science given factors external to the teacher. This paper reports the results of an investigation into the possible relationship between self self-efficacy beliefs and self-perceptions as a science teacher. (Contains 18 references.) (CCM)

ED 442 643 SE 063 615

Flick, Lawrence B.
The Role of Teacher-Researcher Collaboration in Research on Inquiry-Based Instruction.
PUB DATE- 99
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Education; Higher Education; *Inquiry; Partnerships in Education; *Science Instruction; *Teacher Researchers; Teaching Methods

The purpose of this paper is to critically analyze collaborative work with teachers in the context of investigating inquiry-oriented instruction. The analysis is based on a review of empirical research and the personal experience of the author. The empirical component of this report is based on extended collaborative work in four studies, each of which lasted at

IDENTIFIERS- *China; *United States

The purpose of this study was to find the differences between middle school mathematics programs in China and the United States. More specifically, the objectives of the study were to compare how mathematics is presented in the curricula and textbooks in China and in the United States, and to compare how mathematics is taught in classrooms in these countries. The ultimate goal of this study was to provide data and recommendations which may be used to identify problems in mathematics programs in both U.S. and Chinese middle schools. It is concluded that there are problems in mathematics education in both China and the United States. China needs to find a way to reduce the high pressure from the exam-driven system to develop multiple teaching strategies and apply new technology in mathematics teaching and learning. The United States should look for new approaches to improve on weaknesses in basic conceptual understanding and skills. (Contains 25 references.) (ASK)

ED 442 671 SE 063 813

Mack, Nancy K.
Long-Term Effects of Building on Informal Knowledge in a Complex Content Domain: The Case of Multiplication of Fractions.
PUB DATE- 00
NOTE- 50p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April, 27-28, 2000). Also supported by the University of Pittsburgh School of Education.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Fractions; Grade 5; Grade 6; *Individualized Instruction; Intermediate Grades; *Mathematics Instruction; *Multiplication; *Thinking Skills

Four students participated in a two year study (fifth- and sixth-grade) focused on the development of their understanding of multiplication of fractions. During the first year, all students received individualized instruction designed to encourage them to build on their informal knowledge of partitioning to solve problems involving multiplication of fractions. During the second year, all students received similar individualized instruction 4 times over a period of 9 months. They also received classroom instruction focused on algorithmic procedures for multiplication of fractions. In the long term, all students consistently drew on their informal knowledge of partitioning on their own to solve problems. However, students' thinking was also dominated by their knowledge of algorithmic procedures at times. (Contains 43 references.) (Author/ASK)

ED 442 672 SE 063 814

Mewborn, Denise S.
An Analysis of the Research on K-8 Teachers' Mathematical Knowledge.
PUB DATE- 00
NOTE- 42p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000). An earlier version was prepared for the mathematics learning study, conducted by the National Research Council of the National Academy of Sciences, Washington, DC.
LANGUAGE- English

fast food industry. The unit uses a topic familiar to students to foster critical thinking about history, geography, government, and economics. Lessons cover the origins of food, highlighting the Colombian Exchange; the growth of the soft drink industry; and the impact of fast food on various areas of one's life, from nutrition to global politics. Detailed student handouts and activity instructions are provided along with an extensive teacher's guide. (Contains 26 references.) (RJC)

ED 442 694 SO 031 554

Smith, Andrew F.
International Conflict and the Media: A Curriculum Guide.
SPONS. AGENCY- Longview Foundation for Education in World Affairs and International Understanding, Accokeek, MD.; United States Inst. of Peace, Washington, DC.
PUB DATE- 00
NOTE- 168p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Constitutional History; Constitutional Law; Current Events; Foreign Countries; Geography; *Mass Media; Mass Media Effects; *Mass Media Role; Secondary Education; Social Studies; *United States History; *War; World History
IDENTIFIERS- *Gulf War

This social studies curriculum guide broadly examines the relationships between the media and the military during wartime. It is divided into three units and includes 25 activities. The first unit, "Media and Conflict," begins with an examination of the historical context of the U.S. press and media and international conflicts. The second unit focuses on the Gulf War as a case study. The third unit examines the media in the Gulf War. Detailed student handouts and activity instructions are provided along with an extensive teacher's guide. (Contains 56 resources.) (RJC)

ED 442 695 SO 031 563

Nilsen, Alleen Pace; Nilsen, Don L. F.
Encyclopedia of 20th-Century American Humor.
PUB DATE- 00
NOTE- 384p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - General (130)
DESCRIPTORS- *Comedy; Cultural Context; *Humor; Popular Culture; Reference Materials; Scholarship; United States History
IDENTIFIERS- *Twentieth Century

This reference encyclopedia contains information on both the historical and contemporary aspects of humor and comedy in the United States. Arranged in an A-to-Z format, the encyclopedia is a collection of article-length essays that examine humor from many perspectives, from defining terms; to providing information on humor writers, comedians, and actors; to presenting interesting historical and background information. The encyclopedia includes 100 essays exploring such topics as gender and humor; ethnic humor; political correctness; sitcoms; language play; anti-authority humor; the academic study of humor; cartoons; and postmodernism. The encyclopedia's essays conclude with lists of related resources for further study, and over 50 photographs illustrate the text. Subject indexes allow for easy searches for specific comedians or topics. (Contains

Should Know.
PUB DATE- 00
NOTE- 16p.; Portions of this paper were presented at the Annual Meeting of the National Social Science Association (Las Vegas, NV, March 26-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Arabs; Cultural Context; Diversity (Student); Elementary Secondary Education; *Ethnic Groups; *Ethnic Stereotypes; Multicultural Education; *North Americans; Social Studies; *Teacher Role

External influences in the universal culture have significantly affected the image of Arab Americans and their children. Although Arab Americans are less visible than other minorities, the anti-Arab perception in the media makes them more visible in a negative way. Based on an ethnographic study investigating the experiences of Arabic-speaking students in U.S. schools, the findings and implications for teaching are presented in this paper. The paper outlines the ways that social conditioning has shaped the evolution of scapegoating, stereotyping and prejudice and how it has affected intercultural relations in U.S. public schools. It examines causes and effects of the "identity crisis" in terms of the negative impact cultural conditioning has on the self-image of the Arabic-speaking child. Finally, the paper focuses on fostering a more positive learning/teaching environment in culturally diverse classrooms, presenting implications for social studies teachers on how to invite mutual trust, develop empathy, reduce prejudice, and empower Arab minority children through the social harmonizing process. It attempts to provide a microsociological account of some important cultural information about Arabic speakers that, hopefully, will assist teachers with a point of departure from which to understand their students and their families. An appendix offers a Middle-Eastern awareness record test. (Contains 43 references.) (BT)

ED 442 715   SO 031 872

Hamilton, David; Weiner, Gaby
Subjects, Not Subjects: Curriculum Pathways, Pedagogies, and Practices in the United Kingdom.
PUB DATE- 00
NOTE- 17p.; Paper presented at the Internationalization of Curriculum Studies Conference (Baton Rouge, LA, April 27-30, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Education; *Curriculum; *Curriculum Research; *Educational Practices; Elementary Secondary Education; Foreign Countries; *School Effectiveness
IDENTIFIERS- *Social Order; *United Kingdom

To follow a curriculum is to be inducted into a social order. From this perspective, curriculum practice has the intention to foster social identities. The visible curriculum and the hidden curriculum are rendered as inseparable. This paper discusses curriculum research in the United Kingdom, adopting the framework sketched above. The paper pays attention to the prefigurative relationship that exists between curriculum and social structure. It assumes that courses of schooling

Education; *Social Studies

This report describes a program designed to enhance social studies skills and knowledge. The target areas for enhancement are geography skills and community understanding. The targeted population is a second grade class in a rural Midwestern setting. The need for strengthening these skills was documented by observation, checklists, surveys, and pre- and post-tests. An analysis of the probable cause for lack of geography skills revealed that students do not have good definitions of geography and community or why they are important. Many thought they liked maps, but did not have a grasp of their purpose. The literature reviewed indicated that young children are not cognitively able to grasp some concepts set forth in geography. A review of the solution strategies proposed by the research found in pertinent literature and combined with an analysis of the problem in the given setting identified several strategies for remediation. Constructivist learning methods, cooperative learning groups, and multiple intelligences were the main focus of the interventions chosen to help the students in this second grade class. Post-intervention data upheld the premise that these strategies would serve to raise the students' skills and understanding in the areas of geography and community. Following the intervention, they not only liked maps, but they also understood and used them well with the knowledge that all people in community situations share the common need to understand and be informed about their world. (Author/LB)

ED 442 734   SO 031 924

McGonigle, Julie

Improving Integrating Education in N orthern Ireland: Teachers' Experiences of the Process of "Transformation."

PUB DATE- 00

NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Catholics; Educational Practices; Educational Research; Foreign Countries; *Interfaith Relations; *Protestants; Qualitative Research; *Religious Conflict; Religious Discrimination; Statistical Analysis; Teacher Attitudes

IDENTIFIERS- *Northern Ireland

"Transformation" is a process whereby an existing, controlled (predominantly Protestant) or maintained (predominantly Catholic) school can "transform" to Grant Maintained Integrated or Controlled Integrated status (a school where Protestants and Catholics are educated together). Since 1996, this process has been promoted by the Department of Education in Northern Ireland (DENI) as the "preferred" route to integration (preferred over setting up new "integrated" schools). However, until this point there has been virtually no systematic research evidence that investigates the process in practice. This paper discusses research that "mapped" the process of "transformation" in six of the twelve transforming schools in Northern Ireland. Using both quantitative and qualitative data, the study describes how teachers in "transforming" schools feel about the process of "transformation." The study also discusses the factors that primarily influence these feelings. Finally, the paper examines at the implications of this research evidence for the way in which both teachers and principals are

Gender Issues; Problem Solving; Research Methodology; Teaching
  Methods; *World Wide Web
IDENTIFIERS- *Online Courses
  This annotated bibliography identifies issues affecting the online teaching environment by assembling a variety of quantitative and qualitative studies. Studies in the bibliography are divided into two major categories: (1) topical studies, which contain papers that focus primarily on one issue affecting teaching on-line (student collaboration/problem solving, e-mail, gender issues, learning styles, teaching strategies, models for on-line courses, and institutional issues); and (2) general studies, which are broader in scope and typically address either broad or multiple issues involved in teaching on-line. The general category is subdivided by research type (general or multiple issues, case studies, and content analysis/historical studies). Within each section, studies are sorted by the primary author's last name. Bibliographic information is followed by the World Wide Web address of any full-text version of the study, key words, a classification of the type of research, and a short description of the paper. (SM)

ED 442 754   SP 039 280

Craven, Rhonda G.; Mooney, Janet
Teaching the Teachers To Understand and Teach Indigenous
  Australian Studies: New Models, Teaching Strategies and
  Resources To Empower and Educate a Nation.
SPONS. AGENCY- Australian Dept. of Employment, Education,
  Training and Youth Affairs, Canberra.
PUB DATE- 00
NOTE- 8p.; Paper presented at the Annual Meeting of the American
  Educational Research Association (New Orleans, LA, April 24-28,
  2000). Also sponsored by the Council for Aboriginal
  Reconciliation.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
  (141),Speeches, Conference Papers, "Papers Presented at..."
  (150)
DESCRIPTORS- Consciousness Raising; *Cultural Awareness;
  Curriculum Development; Elementary Secondary Education; Foreign
  Countries; Higher Education; *Indigenous Populations; Inservice
  Teacher Education; Preservice Teacher Education; Program
  Development; Student Teacher Attitudes
IDENTIFIERS- *Australia
  This review presents a rationale for teaching Australian teachers to understand and teach Aboriginal Studies, describing the structure and development of the Teaching the Teachers: Indigenous Australian Studies Project of National Significance. The project was designed in response to a government recommendation that all teacher training programs include courses designed to enable student teachers to understand Aboriginal history and Aboriginal viewpoints on social, cultural, and historical matters. The project involved designing, in cooperation with Indigenous organizations and community members, universities, education authorities, and professional associations, guidelines for developing a core Indigenous Australian Studies subject, a sample model core Indigenous Australian Studies subject, a teacher-oriented text, and sample resources for preservice primary teacher education courses. The bulk of the project was released and distributed to all Australian schools of teacher education and university Aboriginal education centers. Many universities have found the

ED 442 774 SP 039 302

Hawkins, Amber
Student Achievement: Improving Our Focus.
PUB DATE- 00
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Achievement; Educational Improvement; Elementary Secondary Education; *Employee Absenteeism; Faculty Development; Incentives; *Substitute Teachers; *Teacher Attendance; Teachers

An efficient way to help students achieve academically is to maximize the consistent attendance of permanent teachers in the classroom. Students nationwide are spending increased amounts of time with instructors other than their permanent teachers. A large contributor to the problem of teacher absenteeism is mandatory leave for professional development training programs. To combat teacher absenteeism caused by burnout, stress, or abuse of available teacher leave, districts have implemented an incentive program instead of a use them or lose them policy. Student achievement, to a large degree, depends on continuity of instruction. Research shows that interruption of instruction negatively affects academic achievement. Students often experience lack of instructional continuity due to exposure to untrained substitutes who often do not have regular teaching certificates and are not qualified to be in the classroom. School districts must provide effective, comprehensive training for substitute teachers that addresses professional behavior, classroom management, legal and first aid issues, teaching and instructional strategies, fill-in activities, and substitute resource kits. Such training benefits students more than anyone else. Trained substitutes will most likely do a better job of maintaining instructional continuity, which is essential to student achievement. (Contains 17 references.) (SM)

ED 442 775 SP 039 304

Kordalewski, John
Standards in the Classroom: How Teachers and Students Negotiate Learning.
PUB DATE- 00
NOTE- 207p.; Foreword by Catherine G. Krupnick.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Standards; Evaluation Methods; *Exhibits; High Schools; Humanities Instruction; Peer Influence; Student Attitudes; Student Evaluation; *Student Participation; Teacher Attitudes; Teacher Expectations of Students; Teacher Role; Teacher Student Relationship; Urban Schools
IDENTIFIERS- *Negotiation Processes

This book explores how standards are negotiated and created within classrooms, addressing how they actually play out in classrooms from the point of view of students and teachers. It follows the experiences of students and teachers at urban Powell High School who wrestled with curricula designed to expand their achievement. The book presents four portraits of students in humanities classes that demonstrate how academic standards developed over the course of a year, focusing on interactions between teachers' aspirations and students'

This paper presents the theoretical perspectives that supported one university instructor's rationale for teaching seminars on the Moral Classroom, examining her understanding of her experiences. The first section discusses her rationale for offering the Moral Classroom for new practitioners and experienced teachers, which stemmed from three perspectives: the teacher education literature about the moral dimensions of teaching; moral development theory (particularly as related to moral complexity); and the concept of moral imagination from the fields of philosophy, psychology, and education. The next section offers an overview of the seminars, focusing on: the curricular choices the instructor made in developing the content and activities; the students' questions that initially drew them to the seminars; what the students considered valuable aspects of the course; and descriptions of several individuals' work in the seminars. Successes in teaching these seminars included: students gained a variety of insights, learning to view themselves as moral educators rather than just classroom managers; many learned to see the role of teacher as a moral presence; and students acquired a moral language to talk about the dilemmas in teaching in their schools. An appendix presents the Moral Classroom reading assignments. (Contains 53 references.) (SM)

ED 442 795 SP 039 327

Howard-Vital, Michelle R.
Teaching and Learning in the 21st Century.
PUB DATE- 00
NOTE- 7p.; Distinguished Alum Address presented at the College of Education Commencement, University of Illinois at Chicago (Chicago, IL, May 7, 2000).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Literacy; *Computer Uses in Education; Educational Change; Educational Quality; *Educational Technology; Elementary Secondary Education; *Information Technology

This commencement address reflects on what students should learn in a core curriculum, what good learning environments should be like, and what quality teaching will look like in the future. It examines changes in education over the years, discussing the transformation in teaching and learning brought about by information technology. In this information-laden world, it is essential for teachers to prepare students with tools to interpret information and manage its meaning in their technology-driven lifestyles. Ultimately, instruction should be designed to help students understand how they learn best, allowing them to experiment with numerous learning strategies. Successful students should be able to demonstrate they have learned and understood the processes involved in establishing a long memory, associating information with previous knowledge, and using mnemonic devices to stimulate memory. Mentoring and guiding individuals as they enhance their learning strategies becomes the focus of teaching. With today's communication tools, teachers should be able to construct learning contexts that appeal to the learning styles of 21st-century students. Communications technologies are the catalyst for a paradigm shift in the delivery of education that is inextricably linked to the political, technological, social, and economic context of American education. (SM)

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adaptive Testing; *Computer Assisted Testing; *Testing Problems
IDENTIFIERS- *Test Security

Computer-based testing places great burdens on all involved parties to ensure test security. A task analysis of test site security might identify the areas of protecting the test, protecting the data, and protecting the environment as essential issues in test security. Protecting the test involves transmission of the examinations, identifying the examinee, and supervising test administration. Protecting the data means ensuring that it does not fall into the wrong hands, while protecting the environment involves many considerations on the part of test administrators. Simplifying the jobs of test administrators may eventually result in tests administered over the Internet, with tests and data residing at the Web site. Such a system might enhance security and simplicity. Three appendixes discuss the role of appointment scheduling software in the protection of the examination, provide an example of a test site data protection system, and contain an example of a system designed for disaster recovery at a central data center. (SLD)

ED 442 816 TM 031 236

Cordogan, Steve; Stanciak, Lois
An Examination of the Effects of an Interdisciplinary Curriculum Program on Behavior and Academic Performance in a Suburban High School. (A Compilation from the First Three Years of a Four-Year Study).
PUB DATE- 00
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attendance; *Curriculum Development; Disadvantaged Youth; *High School Students; High Schools; *Instructional Effectiveness; *Interdisciplinary Approach; Program Effectiveness; Program Evaluation; *Student Attitudes; Suburban Schools; Teacher Attitudes

An interdisciplinary curriculum program was introduced at a suburban high school almost 1,700 students when the school became eligible for a Chapter 1 program grant for academically at risk students. The interdisciplinary program, which integrated English, Algebra, Biology, and World History, developed and was expanded to all students, including an honors group. This study focuses on students in the Class of 2000, tracking the initial members of the class and subsequent enrollees. So far, the study has followed these students through 3 years; fourth-year additions will be grades for these students' senior year, in which there are no interdisciplinary classes, and college attendance rates. The first 3 years of the study have shown that behaviors by students in the interdisciplinary program are more positive than those for discipline-based students, as indicated by lower absence and suspension rates. Academic performance of interdisciplinary students is higher, and scores on the Iowa Test of Educational Development are equal or higher for the interdisciplinary verbal protocols were transcribed and coded for interpretation. There was a greater frequency of reading comprehension utterances during the paper-and-pencil test, but these were largely accounted for by the use of physical aids to identify important information in the passage. Many participants said that they felt disadvantaged during the computerized test by not being able to write on the passage and test questions. The frequently used strategy of marking the test did not seem to produce any cognitive benefits, however. There was slight evidence of a working memory load while answering the questions on the computerized tests, but overall there were few mode differences and the magnitude of differences was very small. Nearly all participants used the same overall test-taking strategy on both test formats. The first test given, which was less interesting and more difficult, exposed more of the mode effects than the more interesting second test. An appendix contains a chart of coding categories at the utterance level. (Contains 10 tables and 30 references.) (SLD)

ED 442 837 TM 031 257

Chang, Shun-Wen; Ansley, Timothy N.; Lin, Sieh-Hwa
Performance of Item Exposure Control Methods in Computerized Adaptive Testing: Further Explorations.
PUB DATE- 00
NOTE- 44p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adaptive Testing; Algorithms; *Computer Assisted Testing; Item Banks; Sample Size; *Test Items
IDENTIFIERS- *Item Exposure (Tests)

This study examined the effectiveness of the Sympson and Hetter conditional procedure (SHC), a modification of the Sympson and Hetter (1985) algorithm, in controlling the exposure rates of items in a computerized adaptive testing (CAT) environment. The properties of the procedure were compared with those of the Davey and Parshall (1995) and the Stocking and Lewis (1995) (SLC) conditional multinomial procedures within the purview of estimating examinee's abilities. Each of the exposure control methods was incorporated into the item selection procedure and the adaptive testing progressed based on the CAT design established for this study. The advantages and disadvantages of these strategies were considered under four item pool sizes and two desired maximum exposure rates and were evaluated in light of test security, test overlap rates, utilization of the item pool, and conditional standard errors of measurement. Also, the issue of the appropriate conditional sample sizes in deriving the exposure control parameters was considered in the present study. Simulation results show no effect of using the four conditional sample sizes. The SHC produced the most satisfactory results in terms of item security and test overlap rates followed by the SLC method. Results also show that as long as the control for item exposure was not exercised, optimal items could be administered to almost every examinee under any of the four item pools. Findings of this study provide useful insights on how item pool sizes and maximum item exposure rates affect the performance of the exposure control methods. (Contains 3 tables, 13 figures, and 18 references.) (SLD) observations by extracting data from a sparsely filled data matrix into analyzable smaller subsets of data. This subdividing method, based on the conceptual framework of meta-analysis, was accomplished by creating data sets that exhibit structural designs and then pooling variance components from these designs. A Monte Carlo simulation was used to examine the statistical properties of the variance-component estimates and some commonly used composite indices, the generalizability coefficient and the dependability coefficient. Data sets used to evaluate the method ranged from 750 examinees and 4 raters to 6,000 examinees and 28 rates with 2 tasks. Experimental conditions, such as item difficulty and rater inconsistency, were varied to model operational performance assessments. The subdividing method recovered variance component estimates with high accuracy and precision in a variety of conditions. Increasing the number of examinees scored by the same raters from 12 to 24 had virtually no effect on the accuracy and precision of the estimates. Results indicate that the subdividing method produces outcomes having properties that are similar to those of complete data methods. Different rules for forming groups of rates changed the structural design of scores and thus influenced the precision of measurement error estimations. Results from this study indicate that scoring centers can determine and forecast how confidently they can interpret generalizability analyses by controlling the rules used to assign tasks to raters and the universe of generalization for which normative and criterion-referenced decisions are made. Appendixes contain discussions of the structure of a modified balanced incomplete block design, a model to determine the size of a rater pool, and equations for the standard error of variance components in a two-facet crossed design. (Contains 13 figures and 31 references.) (SLD)

ED 442 858 TM 031 278

Lee, Guemin
Estimating Reliability and Standard Error of Measurement for Complex Reading Comprehension Tests under Generalizability Theory Models.
PUB DATE- 00
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Error of Measurement; *Estimation (Mathematics); *Generalizability Theory; *Models; *Reading Comprehension; Reading Tests; *Scores

The purpose of this study was to investigate the relative appropriateness of several procedures for estimating reliability and standard errors of measurement of complex reading comprehension tests. Seven generalizability theory models were conceptualized by incorporating one or several factors of items, passages, themes, contents, and types of passages as sources of score variation. Results indicate that generalizability (reliability-like) coefficients for multivariate generalizability theory models incorporating "contents" and "types of passages" are close to coefficient alpha and, in contrast, incorporating "passages" and "themes" within univariate generalizability theory models produce non-negligible differences in reliability from coefficient alpha. This suggests that passages and themes be considered in figure.) (SLD)

ED 442 879 TM 031 305

Cerrillo, Tracy L.; Hansen, Mary A.; Parke, Carol S.; Lane, Suzanne; Scott, Kathryn
The Relationship between MSPAP and Science Classroom Instruction and Assessment Materials.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 00
NOTE- 31p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New Orleans, LA, April 25-27, 2000). For the evaluation of Maryland teachers' social studies materials, see TM 031 304.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; *Elementary School Teachers; *Instructional Materials; *Middle School Teachers; Middle Schools; Outcomes of Education; *Performance Based Assessment; *Science Instruction; Sciences; *Student Evaluation
IDENTIFIERS- Maryland; *Maryland School Performance Assessment Program

As part of a research project being conducted to determine the impact that the Maryland Learning Outcomes and the Maryland State Performance Assessment Program (MSPAP) are having on classroom instruction and assessment practices, science classroom materials were collected from elementary and middle schools in Maryland during the 1997-1998 school year. These materials were examples of instruction and assessment activities used by teachers in their day-to-day teaching. The activities were analyzed with respect to the extent to which they are aligned with the Maryland Learning Outcomes in science and the extent to which they represent MSPAP tasks with regard to such features as processes assessed, format, response types required, and integration with other subject areas. In all, 301 science teachers from 62 schools sent in social studies activities, a response rate of 70%. A coding scheme was developed to reflect important features of these tasks. Instruction and assessment activities showed different patterns. In general, instruction activities were more similar to the MSPAP than assessment. The findings suggest that the instruction, assessment, and test preparation activities sent in by Maryland teachers reflect the Maryland Learning Outcomes from a moderate to high degree. However, instruction and assessment activities are less similar to the Maryland Learning Outcomes and MSPAP than the test preparation activities. Results from related studies of alignment in the subject areas of reading, mathematics, writing, social studies, and science are discussed for their similarities and differences in the degree of alignment. (Contains 16 tables.) (SLD)

ED 442 880 UD 033 397

McCarthy, Sarah
Separate and Unequal: A Report on Educational Barriers for Homeless Children & Youth.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, MI.; Freddie Mac Foundation, McLean, VA.
PUB DATE- 00
NOTE- 72p.; Additional funding provided by the Butler Family Fund.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.

"Homeless Children Struggle in School." Part 2 looks at "Family Homelessness: A New Social Problem"; "More Than One Million Homeless Children"; and "Family Homelessness Will Increase." Part 3 discusses "Recommendations" (both immediate and long-term). Endnotes and further readings are included. Two appendixes describe research methodology and the Better Homes Fund. (SM)

ED 442 898 UD 033 640

Levacic, Rosalind; Woods, Philip A.
The Impact of Quasi-Markets and Performance Regulation on Socially Disadvantaged Schools. Working Paper.
SPONS. AGENCY- Economic and Social Research Council, Lancaster (England).
PUB DATE- 00
NOTE- 48p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Disadvantaged Youth; *Educational Change; Educational Legislation; Foreign Countries; *Low Income Groups; Secondary Education; Secondary School Students; *Socioeconomic Status
IDENTIFIERS- England; Wales

This paper investigated whether educational reforms in England and Wales since 1988 have differentially affected schools serving socially disadvantaged communities, focusing on the impact of marketization and performance regulation in England. Data came from the Impact of Competition on Secondary Schools (ICOSS) project, a longitudinal study of the impact of competition on over 300 secondary schools. Data collection occurred from 1993-98 and included an administrative database, a mailed survey of teachers, interviews with headteachers, and case studies of three schools. Results are presented according to: how social and academic polarization between schools changed since 1992 and why; whether improved academic performance at the school level was more difficult to achieve for schools with more socially disadvantaged students; whether marketization impacted schools with more socially disadvantaged students differently; and how student communities affected schools' improvement strategies and competitive responses. Results indicate that the proportion of socially disadvantaged students in a school community has had a negative impact on attracting resources and improving achievement, and the two factors are interrelated. Four appendixes present data on polarization, ICOSS survey responses on perceptions of competition, school budget adjustments, and additional multiple regressions. (Contains 37 references.) (SM)

ED 442 899 UD 033 641

Jennings, James, Ed.
Diversity, Pedagogy and Higher Education: Challenges, Lessons and Accomplishments. Trotter Review, 1998.
PUB DATE- 98
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Affirmative Action; Black Students; *Black Teachers;

This paper presents the history of diversity, equality, and black studies at the University of Massachusetts Boston from the perspective of a professor who helped found the Black Studies Department and worked to promote gender equity. When he first arrived in 1970, Boston was segregated, and there were few black faculty members. He joined forces with a female professor who was concerned about the problems of women on campus, and established the first Affirmative Action Task Force there. They also established a Black Studies program within the department of Sociology. A few additional faculty and staff of color were hired, and an active Black Faculty and Staff caucus was organized. With pressure and assistance from this group, the first person of color was hired as Associate Provost. The professor served on many campus committees to give a voice to the concerns of people of color. The William Monroe Trotter Institute was founded in the 1980s. It assumed leadership in conducting a balanced, objective assessment of the status of Black Americans. It also established a journal, the Trotter Review. By the 1980s, the number of racially diverse faculty members had grown significantly, as had the number of female faculty and staff. (SM)

ED 442 920 UD 033 665

Biggs, Donald; Colesante, Robert
The Albany Approach to Urban Youth Development.
PUB DATE- 00
NOTE- 27p.; Cover page reads: Urban Education Reports, Spring 2000. Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Black Students; College Students; Community Involvement; High School Students; High Schools; Higher Education; Middle School Students; Middle Schools; Minority Groups; Urban Areas; *Urban Programs; *Urban Schools; *Youth Leaders; Youth Programs
IDENTIFIERS- *African Americans

This paper describes an approach to urban youth leadership development, the Albany Institutes for Urban Youth Leaders, which validates urban students' educational aspirations and fosters identification with academic and prosocial concerns. The program helps strengthen relationships between students' promotive characteristics and their involvement in school and community activities. Negative stereotypes abound in the descriptions of urban youths in the professional and public press. Urban students sometimes even find that their positive characteristics, such as high educational aspirations, are seen as at-risk characteristics because they are incongruent with negative stereotypes. This situation may contribute to the gap between educational aspirations and achievement among urban students of color. The Albany Institutes provide experiences that confirm the promotive characteristics of urban youth and their families and treat them as if they are gifted and talented. The curriculum and themes for each of the Institutes are the result of extensive community involvement. The Institutes themselves offer opportunities for students to participate in democratic decision making processes that promote their social responsibilities and enhance cognitive and moral development. The Institutes also offer prosocial peer needs of individuals and organizations requesting technical assistance, the Center has developed samples to provide immediate information on a variety of resources and how to access them. This sampler presents excerpts from publications and annotated bibliographies and abstracts of print and electronic resources, focusing on the use of technology to address barriers to learning, in the following sections: (1) Technology for Addressing Barriers to Learning; (2) Systems To Manage Systems and Information (including Accountability/Quality Assurance/Evaluation); (3) Technological/Multimedia Aids To Facilitate Intervention Activities; (4) Ongoing Learning: In Situ & Distance Learning; (5) Additional References to Books, Chapters, Articles, Reports (including electronically accessed formats); (6) Model Programs and Guides; and (7) Agencies, Organizations, & Internet Sites. Contains a glossary. (AEF)

ED 442 465   IR 020 303

Siegle, Del; Foster, Theresa
Effects of Laptop Computers with Multimedia and Presentation Software on Student Achievement.
PUB DATE- 00
NOTE- 14p.; Paper presented at the Annual Meeting of the American Education Research Association (AERA) (81st, New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Anatomy; *Computer Assisted Instruction; Computer Software; Hands on Science; High Schools; Instructional Effectiveness; Internet; *Multimedia Materials; Physiology; Science Activities; Science Education; Science Instruction; *Secondary School Science
IDENTIFIERS- *Laptop Computers

The purpose of this study was to investigate whether exposure to multimedia and presentation software on laptop computers influenced student achievement in a secondary level anatomy and physiology science course. Group A used laptop computers with A.D.A.M. (Animated Dissection of Anatomy for Medicine) multimedia software and PowerPoint presentation software during the first and second quarter of the 1997-98 school year. Each of the students in Group A was given full-time possession of a laptop computer, including permission to take it home. Group B served as a control group and did not have access to the laptop computers, although MedWorks software and the Internet were available on five workstation computers in the science classroom. Access was reversed for the second half of the year and Group B students used the laptops while Group A served as the control group. Instruction for both groups centered on lectures, lab activities, and open-ended projects. The study demonstrated that students learned more when they had access to laptop computers, were exposed to multimedia software, and created projects with presentation software. Contains 23 references. (AEF)

ED 442 466   IR 020 307

Selwyn, Neil; Fitz, John
The Politics of Connectivity--The Role of Big Business in the Education ICT Policy in the U.K.
PUB DATE- 00
NOTE- 25p.

Year Colleges
IDENTIFIERS- *Florida Community College System

This report provides information on the relationship between the number of students who complete a program of study at their original institution and the number who complete their program at any Florida Community College System institution. The report looks at two types of completion rates: the rate derived by considering only completions at the entering institution is labeled the Native Award Rate; while the rate based upon all completions is labeled the Total Award Rate. An additional aim of this report was to provide information by initial programmatic intent. The cohort used in this study includes first-time-in-college and dual enrollment students who were award-seeking in fall 1993. The Native Award Rate for full-time students with an initial intent of an Associate in Arts degree was 23.3%. This rate increased to 25.3% for the Total Award Rate. The part-time results were 8.2% for Native Rate and 9.5% for Total Rate. Students seeking an Associate in Science degree had a Native Award Rate of 16.8% for full-time and 7.9% for part-time. The Total Award Rates were 17.7% and 8.9%, respectively. All of the selected characteristics appear to impact completion rates. Students with an initial intent of a certificate were completing at almost twice the rate of those students whose initial intent was a degree. The difference between Native and Total rates was fairly small at the system level, but, as the attached charts indicate, the difference for some colleges was significant. (VWC)

ED 442 486 JC 000 408

Connections, the Newsletter of the Foothill-De Anza Community College District, 1997-1998.
PUB DATE- 98
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Community Colleges; Newsletters; School Districts; Two Year Colleges
IDENTIFIERS- *Foothill de Anza Community College District CA

This document presents a set of ten newsletters, entitled "Connections," published by the Foothill-De Anza Community College District from September 1997 through December 1998. The following articles appear in the newsletters: "Futurist Wolfe," "Local Success Fong," and "Fourth Annual Day at the 'Stick Is a Big Hit"; "Heat on HVAC," "Advocate Mason," and "Community Building"; "Jay Jackman," "A1 Bond Rating," and "Fiber Infrastructure"; "A Woman Ahead of Her Time" and "Building a Better Learning Environment"; "Dolly Sandoval," "Staff Retreat," and "A Peaceful Place"; "Jim Keller," "Elizabeth Barkely," "Marketing Awards," and "A Legacy of Learning"; "New Distance Learning Network," "John Schulze," "Chancellor Activities," "New Faces in Central Services," and "$7.7 Million Budget Contingency"; "Four Candidates Vie for Board Slot," "Collegis and Mike Reid To Assist with District Technology Issues," "Chancellor Highlights," and "November Bond Election: $3.7 Million at Stake for FHDA"; "Partnerships for Excellence," "People: Don Allen," and "Enrollment Growing"; and "Technology Recommendations," "Sandy Hay," and "Chancellor Highlights." Each newsletter also contains a "Chancellor's Column" and some conclude with a section entitled "A Resource at Your Service." (VWC)

ED 442 487 JC 000 410

target the special populations the host institutions serve, centers still operate with inadequate and temporary funding bases, often having to justify their existence by generating self-supporting funds. Reduction of federal funds may jeopardize existing equity programs and programs for special populations funded by this source. Most women's centers place relatively little emphasis on their role as advocates of women's issues. (Contains 29 references.) (JA)

ED 442 506   JC 000 431

Golden West College FACTS: Fall Enrollment Trends through 1999.
PUB DATE- 00
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Community Colleges; Enrollment; *Enrollment Trends; *Student Characteristics; Two Year College Students; Two Year Colleges
IDENTIFIERS- *Golden West College CA

This report presents the fall enrollment trends through 1999 at California's Golden West College (GWC). This report contains charts and graphs of the following enrollment trend topics: (1) fall 1998 student enrollment snapshot, which includes counts and percentages by gender, time of day, age, educational goal, entrance level, high school graduate, attend another college, unit load this semester, units completed, no degree, enrollment status, and summary; (2) summary of GWC fall 1999 enrollment trends; (3) 20-year fall enrollment trends, broken down by part-time, full-time, and total; (4) fall enrollment by gender; (5) fall enrollment by day/evening or both; (6) fall enrollment by age (21, 21-24, 25-30, 31-40, 41-50, 51-54, and 55); (7) degrees and certificates awarded; (8) enrollment by entrance level (0-30 units, 30-60, 60 , AA, BA, HS, and other); (9) enrollment by highest degree held (AA/AS, BA/BS, MA/MS, PhD, and none); (10) enrollment by status (1st time, continuing, returning, 1st-time transfer, and HS); (11) enrollment by ethnicity (American Indian, Asian, Black, White, Hispanic, Filipino, and other); (12) enrollment within district cities/zip codes with more than 20 students enrolled; and (13) enrollment by CCCD District boundaries (within district zip codes and out of district zip codes). (VWC)

ED 442 507   JC 000 432

Curry, Mary Jane
Positioned by Discourse: Obstacles to Effective Teaching in a Community College ESL Writing Class.
PUB DATE- 00
NOTE- 28p.; Presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Learning; *Basic Writing; Community Colleges; *Discourse Modes; English (Second Language); *Teacher Student Relationship; Two Year Colleges; Writing Teachers

This paper examines the different discourses circulating within the Adult Learning Division, and in particular, the ESL Program and Basic Writing Course, of Monroe Technical College in Wisconsin. The paper considers those discourses that are

Environment; Educational Quality; Institutional Mission; *Student Attitudes; *Student Experience; *Student Surveys; Two Year Colleges
IDENTIFIERS- *Truckee Meadows Community College NV

Every three years, Truckee Meadows Community College (Nevada) administers a student climate survey that measures the attitudes, perceptions, and opinions of its student population. The instrument used to survey the student body was designed with three basic objectives in mind: (1) validate the institutional mission; (2) obtain input regarding the relevance of programs and services; and (3) access the on-campus climate and educational atmosphere. The topics addressed in this survey include: (1) Institutional Mission; (2) Education & Instruction; (3) Student Life; and (4) Factors Associated with Influencing a Student's Decision to Attend the college. Seventy-three percent of the 476 respondents indicated that the function of the College to "offer associate degree programs so that students can transfer to a four-year college to continue their studies toward a bachelor's degree" is "very important" and 71% indicated that the College is doing "excellent" in performing that function. Fifty-eight percent indicated that offering hands-on work experience (i.e. internships) for students is "very important" while 45% indicated that the College is doing "excellent" or "good" in this area. Students' decision to attend were frequently influenced by factors such as low to moderate cost, small class size, availability of a particular major, and the opportunity to work while attending school. (JA)

ED 442 527 JC 000 467

Sanderson, Allen; Phua, Voon Chin; Herda, David
The American Faculty Poll.
PUB DATE- 00
NOTE- 118p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Faculty; Higher Education; Job Satisfaction; National Surveys; Tables (Data); *Teacher Attitudes; *Teacher Surveys; *Work Environment

This report provides an overview of the American Faculty Poll project and principal findings which covers faculty members' attitudes about their career choices and professional life, their level of satisfaction with various aspects of the work environment, their opinions about institutional policies and priorities, and their views about the present state of higher education and prospects for its future. The report begins with a brief methodological overview followed by a description of the socio-demographics of the sample. A total of 1511 faculty completed the survey, of whom one-quarter worked at two-year colleges, 28 percent worked at private four-year institutions, and 48 percent were in public four-year institutions. The third section examines faculty overall career choices and attitudes. The discussion continues with a section covering factors that faculty members consider important in their work and career as well as their levels of satisfaction with these factors. In the fifth section, the report examines factors that impinge upon the academic work of faculty. Next, the report presents faculty members' assessments of institutional policies and priorities. The seventh section provides faculty members' opinions on tenure, tuition, and fees. The report concludes with faculty strategies for dealing with toddlers' negativity and growing independence. The powerful role of growing language and reasoning abilities in 3-year-olds is emphasized, with tips provided for using language to label behavior and explaining why particular limits are set. Other issues discussed include dealing with sibling conflict and teaching children to set limits for themselves. The video concludes with a discussion among a group of parents on dealing with parental anger related to child behavior and spanking. (KB)

ED 442 545 PS 028 350

Cooing, Crying, Cuddling: Infant Brain Development. Videotape .
PUB DATE- 98
NOTE- 0p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Attachment Behavior; *Brain; *Caregiver Child Relationship; Caregiver Role; *Child Development; Child Health; Child Safety; *Early Experience; Emotional Development; Infant Behavior; *Infants; Nutrition; Parent Child Relationship; Parent Role; Prenatal Influences; Safety; Theories; Videotape Recordings
IDENTIFIERS- *Brain Development; Caregiver Behavior

Noting recent neuroscience research findings suggesting that caregivers play a vital role in brain development, this videotape explores the process of brain development during the first 15 months of life and presents implications for infant care. Part 1 of the 28-minute video discusses basic infant development and brain research, focusing on how the brain works, the role of early experience, developmental milestones, and the importance of attachment relationships. Part 2 examines health and safety issues, highlighting influences on brain development, injuries that could impair brain development, creating a safe environment, and factors contributing to child abuse. Part 3 discusses caregiver responsiveness, guidance, and partnering, focusing on the ways caregivers' behavior provides the basis for a secure attachment, including sensitive behavior, predictability, teaching, creating a learning environment, and providing challenging and appropriate toys. Part 4 addresses ways caregivers can form partnerships with parents and presents characteristics of high quality child care programs. Part 5 summarizes the impact of the environment on early brain development, from prenatal effects to the role of intervention for at-risk infants. (KB)

ED 442 546 PS 028 571

Sorber, Anne Verbeck; Cunningham, Joseph G.
Playmate Preferences of Preschoolers: The Influence of Emotion, Gender, and Family Expressiveness.
PUB DATE- 99
NOTE- 30p.; Portions of paper were presented as a poster at the Biennial Meeting of the Society for Research in Child Development (62nd, Albuquerque, NM, April 15-18, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Emotional Development; *Emotional Response; Facial Expressions; Family Environment; *Family Influence; *Peer Relationship; *Preschool Children; Preschool Education; Self

Classroom situations) (055)
DESCRIPTORS- Change Strategies; Child Behavior; *Child Rearing; Childhood Attitudes; *Children; *Emotional Development; Emotional Experience; Learning Activities; *Males; Parent Attitudes; *Parent Child Relationship; Sex Stereotypes; Teacher Attitudes; Teacher Student Relationship
IDENTIFIERS- Adult Child Relationship; *Emotional Intelligence; Family Activities

Noting that parents of sons need advice on nurturing their son's unique emotional needs, this book presents practical suggestions for raising emotionally aware and healthy boys. Chapter 1, "The Importance of Emotionally Healthy Sons," maintains that the critical issue involved in raising sons is bringing them to maturity with their emotional centers intact and accessible. Chapter 2, "Exploring Your Own Assumptions," presents activities for parents and teachers involving the examination of attitudes related to gender roles, double standards, and other areas influencing child rearing. Chapter 3, "Developing New Attitudes and Behaviors," presents activities encouraging parents and teachers to nurture one's own emotional intelligence while helping sons, including ways to embrace optimism, build trust, air disagreements, and practice honesty. Chapter 4, "Helping Him Navigate the World of Emotions," contains suggestions for helping sons recognize their own emotions, including teaching the language of emotion, respecting his feelings, teaching him to take responsibility for his feelings, using sports for getting at feelings, and looking beyond anger. Chapter 5, "Supporting Him in Resisting Stereotypes," includes tips for engaging boys in discussions about gender roles, dealing with bullying, teaching conflict resolution, teaching independence and respect, giving them real mentors and role models, nurturing connections between brothers and sisters, and taking sons to work. Chapter 6, "Creating a New Model of Manhood," contains suggestions for opening a discussion with sons regarding a model of manhood involving emotional expression and deep interpersonal connections. The book concludes with a list of 17 resources related to emotional intelligence. (KB)

ED 442 565 PS 028 647

Zook, Joan M.; Repinski, Daniel J.
Adolescent Parent Relationships and Academic Performance.
PUB DATE- 00
NOTE- 11p.; Paper presented at the Biennial Meeting of the Society for Research on Adolescence (Chicago, IL, April 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Adolescents; Grade 10; Grade 7; *Parent Child Relationship; Parent Influence; Parent Student Relationship; *Performance Factors; Predictor Variables; Secondary Education; Secondary School Students
IDENTIFIERS- Emotions

This study examined associations between parent-child relationships and adolescents' academic performance. Adolescents in 7th and 10th grade completed self-report questionnaires assessing 6 features of parent-adolescent relationships: time spent together, number of activities, degree of influence, frequency of experiencing positive emotions, negative emotions, and subjective closeness. Academic performance was assessed with school grades and self-report measures of academic functioning and academic motivation.

president of NACA. (KB)

ED 442 583 PS 028 679

Moore, Kristin A.; Halle, Tamara G.

Preventing Problems vs. Promoting the Positive: What Do We Want for Our Children? Child Trends Research Brief.

SPONS. AGENCY- John D. and Catherine T. MacArthur Foundation, Chicago, IL.; National Inst. of Child Health and Human Development (NIH), Bethesda, MD.; Office of the Assistant Secretary for Planning and Evaluation (DHHS), Washington, DC.

PUB DATE- 00

NOTE- 7p.; This research brief, edited by Carol Emig, summarizes key points from full paper. Prepared for the White House Conference on Teenagers (Washington, DC, May 2, 2000).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Adolescent Development; *Aspiration; Athletics; *Child Development; Child Rearing; *Children; Exercise; Extracurricular Activities; Life Style; Parent Child Relationship; Peer Relationship; Sibling Relationship; Social Attitudes; Social Development; Spirituality; *Values; Well Being

IDENTIFIERS- Character Development; Civility; *Psychological Constructs; Religiosity; Tolerance; Volunteerism

Noting that there is little focus in research literature, in popular discussions, or in policymaking regarding how to promote positive youth development, this research brief presents a preliminary set of constructs that might comprise positive youth development in order to spark productive conversations that will lead to a better conceptualization and a greater understanding of the full range of development and behavior possible for children. The list of constructs was based on opinions expressed in national surveys, from a perceived cultural consensus about characteristics and activities that are intrinsically valuable, and from research that finds associations between certain child and youth characteristics and later positive outcomes. Each of the following constructs is reviewed briefly: (1) close parent-child relationships; (2) sibling relationships; (3) peer relationships; (4) character; (5) civility; (6) religiosity/spirituality; (7) tolerance; (8) extracurricular activities; (9) sports and exercise; (10) participation in cultural and literary activities; (11) environmental lifestyle; (12) volunteer community involvement; and (13) social capacity. The brief concludes by noting that there is currently extensive coverage of negative adolescent behaviors and poor child outcomes, and that the scarcity of information on positive development is due, in part, to a lack of consensus among experts in the field regarding positive outcomes desired for children. This lack of consensus undermines the capacity to raise healthy, high-achieving children. (Contains 34 references.) (KB)

ED 442 584 PS 028 680

Wortham, Sue C.; Barbour, Ann; Desjean-Perrotta, Blanche

Portfolio Assessment: A Handbook for Preschool and Elementary Educators.

PUB DATE- 98

NOTE- 171p.; Produced with Peggy Apple and Sandy Enders.

LANGUAGE- English

Leadership; Planning; Safety; Teamwork; *Wilderness
IDENTIFIERS- Hiking; Leave No Trace; National Outdoor Leadership School; *Survival Skills

The National Outdoor Leadership School, located in Lander, Wyoming, is considered a leader in wilderness education. In addition to teaching the skills needed in various outdoor sports and activities, equal importance is given to teaching what to do in emergencies, how to communicate, and how to lead. This updated wilderness guide covers technical skills and knowledge, such as choosing the right tents or boots, but also stresses the overarching importance of leadership, environmental awareness, planning, expedition philosophy, and teamwork. Chapters cover why one goes into the wilderness; expedition planning; selection, care, and repair of equipment; dressing for the backcountry; "leave no trace" camping techniques; hiking and travel techniques; leadership and expedition behavior; maps and compasses; emergency procedures; weather; cooking in the backcountry; and our responsibility to the land. The chapters on equipment, travel techniques, leadership and expedition behavior, and weather contain interviews with experts in the field. Appendices present an equipment list, 13 books for suggested reading, and an index. (Contains photographs, illustrations, and figures.) (TD)

ED 442 602 RC 022 472

Coe, Pamelia; Keyes, Marian; Meehan, Merrill; Orletsky, Sandra; Lewis, Starr; Rigney, Sue; Runge, Claudia; Whitaker, Julia
Development and Validation of Successful Writing Program Indicators Based on Research in Continuously Improving and Continuously Declining Schools: Report of the Kentucky State Writing Project. Study of Writing Instruction in Kentucky Schools.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 61p.; For related documents on the "Study of Writing Instruction in Kentucky Schools", see RC 022 258 and RC 022 473.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Assessment; Elementary Secondary Education; Professional Development; Rural Schools; School Effectiveness; Student Attitudes; *Writing Improvement; *Writing Instruction
IDENTIFIERS- *Educational Indicators; *Kentucky

In 1995, a 5-year collaborative research and development project began examining conditions and practices in Kentucky schools that are linked most strongly with improvement in a school's writing score on the statewide portfolio assessment. An examination of over 1,200 schools with complete writing portfolio scores for 1992-96 identified 42 schools with consistently improving scores and 18 with consistently declining scores. Site visits were conducted at 29 of these schools (22 with improving scores and 7 with declining scores). Schools selected for site visits included elementary, middle, and high schools; were located primarily in rural areas and small towns; and reflected the state's geographic and socioeconomic makeup as well as the three writing-accountable grade levels (4, 8, and 12). Over 100 teachers, 200 randomly selected students, and 50 administrators were interviewed. Qualitative analyses of the site visit reports yielded 36 indicators that discriminated between improving and declining schools. Statistical analysis revealed that consistently connected and cumulative way throughout their schooling. (WRM)

ED 442 621 SE 063 243

Huber, Richard A.; Smith, Robert W.; Shotsberger, Paul G.
The Impact of a Standards Guided Equity and Problem Solving Institute on Participating Science Teachers and Their Students.
PUB DATE- 00
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Standards; *Classroom Techniques; Females; Hands on Science; Intergroup Relations; Justice; Middle School Students; Middle School Teachers; Middle Schools; Minority Groups; Multicultural Education; National Standards; *Problem Solving; Science Education; *Student Attitudes; *Teacher Attitudes; *Teaching Methods
IDENTIFIERS- *National Science Education Standards

This study examined the effect of a teacher enhancement project combining training on the National Science Education Standards, problem solving and equity education on middle school science teachers' attitudes and practices and, in turn, the attitudes of their students. Participating teachers reported changes in their instructional methods that included increases in the use of cooperative learning, scientific inquiry, creative problem solving and questions directed toward higher order cognitive processes. Participating teachers' students indicated positive changes in attitudes and views toward science, particularly in the responses of female students and students of color. (Contains 25 references.) (Author/WRM)

ED 442 622 SE 063 248

Adey, Philip
The Science of Thinking, and Science for Thinking: A Description of Cognitive Acceleration through Science Education (CASE). Innodata Monographs 2.
PUB DATE- 99
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cognitive Processes; *Concept Formation; Developmental Stages; Foreign Countries; Intermediate Grades; Junior High Schools; Learning Theories; *Piagetian Theory; *Science Curriculum; Science Education; *Scientific Concepts; *Thinking Skills
IDENTIFIERS- United Kingdom; *Vygotsky (Lev S)

Cognitive Acceleration through Science Education (CASE) is an innovative teaching approach born out of research into cognitive development based largely on the work of Piaget, and also incorporating fundamental tenets of Vygotsky's theories of learning. The program aims to improve children's thinking processes by accelerating progress towards higher-order thinking skills. CASE focuses on enhancing students' capabilities in understanding scientific concepts, science being an area of the curriculum that has always presented particular difficulties for the majority of pupils. Rather than being intended as an alternative science curriculum, CASE is designed to be an intervention program within the existing curriculum. It originally targeted students between 11- and 14-years-old. This monograph describes the underlying psychology least one year. The objective of this analysis is to answer the question, What is the role of teacher-researcher collaboration in research on inquiry-based instruction? (Contains 15 references.) (CCM)

ED 442 644 SE 063 618

Good, Ron; Cummins, Catherine L.; Lyon, Gary
Nature-of-Science Assessment Based on "Benchmarks" and "Standards."
PUB DATE- 99
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Standards; *Benchmarking; Educational Change; Evaluation; Higher Education; Science Education; *Scientific Literacy; *Scientific Principles; Surveys

One way to achieve a higher level of agreement on the nature of science (NOS) within the science education community is to embrace the two major documents, Benchmarks for Science Literacy (1993) and National Science Education Standards (1996). Both Benchmarks and Standards have many statements on the nature of science that can be used as the basis for research in this area of science literacy. This paper reports a study of the development and field test of a questionnaire based on the NOS information in Benchmarks and Standards. (WRM)

ED 442 645 SE 063 622

Hurst, Roy W.
Assessing the Impact of a Teacher Enhancement Program on Classroom Environment.
PUB DATE- 99
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Environment; Elementary Secondary Education; Evaluation; *Faculty Development; *Inquiry; Relevance (Education); Science Education; *Teaching Methods
IDENTIFIERS- Minnesota

An enhancement program was implemented whose overall goal was to improve the teaching of life science and biology as an inquiry-oriented and socially relevant discipline in rural Minnesota schools. Teams of elementary, middle, and high school teachers from selected districts spent 6 weeks in a residential workshop program during the summer, followed by weekend sessions during the academic year. Science educators, college biology instructors, and other biology professionals employed an activities-based approach to learning science, teaching methodology, and science processes with the goal of improving science instruction at participating schools. A study examined the impact of the enhancement program in terms of its effect on teachers' instruction and classroom environment, as well as assessed the program's impact beyond the participants' own classrooms. (CCM)

ED 442 646 SE 063 626

Koballa, Thomas; Kemp, Andrew; Coleman, Dava; Keys, Carolyn
Teacher Support Specialist in Science (TS Cubed): Socializing Prospective Secondary Teachers into the Profession.
PUB DATE- 99

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Elementary Education; *Elementary School Teachers; *Knowledge Base for Teaching; Knowledge Level; Learning; *Mathematics Education

This paper provides a summary and a critique of the empirical literature on elementary teachers' mathematical knowledge. The empirical evidence addresses four major issues surrounding teachers' mathematical knowledge: 1) What is the nature of teachers' content knowledge, particularly with regard to the domain of number? 2) How does teachers' knowledge impact their instructional practice? 3) How does teachers' knowledge impact student learning? and 4) How do teachers develop appropriate mathematical knowledge? For each question, major findings are summarized, exemplars of studies that have addressed the question are provided, and the contribution of these studies to our understanding of teachers' mathematical knowledge is critiqued. The paper concludes that there is no clearly definable body of knowledge that informs teaching; rather, teachers need multiple types of knowledge, each of which is somewhat ill-defined and amorphous. (Contains 65 references.) (ASK)

ED 442 673 SE 063 815

Jacobson, Katrine Gram
Central Tensions: A Critical Framework for Examining High School Mathematics and Mathematics Education.
PUB DATE- 00
NOTE- 215p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April, 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Bound Students; *Educational Policy; *Elementary School Teachers; High Schools; *Low Achievement; *Mathematics Education

High school mathematics (beginning with algebra) is widely regarded as the "gatekeeper" to college. It is also the subject students in U.S. public schools fail most often. As the standards movement gains momentum, students who are members of subordinated populations continue to perform worse on standardized measures of mathematical skill than do their mainstream peers. Fundamentally linked to these problems is the nature of mathematics education and the popular notion of "mathematics" as a discipline. Mathematics education research has never viewed equity as a central concern, the "objective" nature of mathematics in general has never called for examination of the complex political, economic, and ideological forces that shape the terrain of mathematics education in public schools. This study uses a variety of statistical and ethnographic techniques to illustrate ways in which traditional high school mathematics education supports hegemony and maintenance of the status quo. The study uses multiple regressions, analysis of variance, and path analysis to investigate students' attitudes toward mathematics and to explore factors contributing to success in mathematics. The more math students take, the more they resist the subject and the less it appears useful in everyday life. The study relies upon a critical awareness of the social contexts of both mathematics and mathematics education research to contrast an extensive bibliography.) (BT)

ED 442 696   SO 031 651

Fennessey, Sharon M.
History in the Spotlight: Creative Drama and Theatre Practices
  for the Social Studies Classroom.
PUB DATE- 00
NOTE- 172p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For
  Practitioners) - Non-Classroom Use (For Administrative and
  Support Staff, and for Teachers, Parents, Clergy, etc. in Non-
  Classroom situations) (055)
DESCRIPTORS- *Creative Dramatics; Elementary Education;
  Integrated Activities; Language Arts; Multiple Intelligences;
  Oral Interpretation; *Social Studies; *Theater Arts
IDENTIFIERS- Gardner (Howard); National Arts Education Standards;
  National Social Studies Standards

This book brings new life to the study of social studies by integrating the tools of creative drama and theater tools like pantomime, movement, improvisation, scripted drama, oral interpretation, debate, public speaking, readers theater, storytelling, and the many other ways the body or voice can be used to creatively communicate ideas to others. Taking into account the curriculum standards for social studies, the national standards for an education in theater, and Howard Gardner's theory of multiple intelligences, the book provides readers with strategies that have worked well in the classroom. These strategies include a wide variety of drama activities with a historical focus; step-by-step modeling of historical improvisations and reenactments; an outline of the basics for creating a historical play production; examples of dramatic language arts activities for social studies teaching; and a detailed description of an integrated unit on slavery and abolitionism. "In the Spotlight" sections at the end of each chapter describe a lesson or project in detail, including sample assessment ideas; examples of how drama and theater come into play with the social studies standards; and annotated professional books and resource literature for each chapter. With this book, teachers can help their students learn about a particular period of history and discover historical concepts by becoming men and women of the past, reliving dramatic moments in their lives, and experiencing their problems and solutions. (BT)

ED 442 697   SO 031 666

Ahmed, Zebun N.
Mapping Rural Women's Perspectives on Nonformal Education
  Experiences. APS Conceptual Mapping Project Research Report.
  Occasional Paper Series.
PUB DATE- 00
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Developing Nations; Educational Research;
  *Empowerment; Foreign Countries; *Nonformal Education;
  *Perspective Taking; Research Methodology; *Rural Women; Social
  Science Research
IDENTIFIERS- *Social Mapping

A study explored how rural women in the village of Srefultoli, foreshadow specific forms of social order, and, in turn, it recognizes that curriculum change has a functional relationship to changes in the social order. It also recognizes, however, that this functional relationship is problematic: curricula, like schooling, may work to maintain the social order, or they may operate to change the social order. But, the paper asks, "What is the social order and how does it operate at local, regional, national, European and global levels?" To explore these questions, the paper focuses on four areas of curriculum and practice: (1) the association of curriculum with social order; (2) the growth of curriculum federalism in the United Kingdom under the shadow of the fragile hegemony of the supernational state; (3) the advancement of new pedagogic identities as a means of injecting social justice into curriculum practice; and (4) the centralist promulgation of a school effectiveness ideology/discourse as a technology of professional and pedagogic differentiation. (Contains 43 references.) (BT)

ED 442 716 SO 031 873

Johnson, Ruth S.
Whole School Inquiry That Promotes Equitable Student Outcomes.
PUB DATE- 00
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accountability; *Educational Change; *Educational Practices; Elementary Secondary Education; *Equal Education; *Outcomes of Education; School Effectiveness; Student Educational Objectives
IDENTIFIERS- Paradigm Shifts

The present era is one of accountability, high-stakes standardized testing, and standards-based reform. However, there is a relative absence of meaningful discussion of how to achieve equitable outcomes that do not unfairly penalize the most under-served students. This paper challenges the perpetuation of reform practices that do not measure their effectiveness on equitable student outcomes. The paper proposes a paradigm shift that embraces the need to change cultures and to challenge assumptions and belief systems that block or abort efforts of meaningful reform; a paradigm shift whereby schools are held accountable for how well they educate "all" students in an equitable fashion. Schools and communities must engage in inquiries that reveal institutional practices that contribute to low performance and they must gather data to measure "distribution of learning opportunities." The paper contends that they must then have the will and be bold enough to take the steps and risks to make the necessary fundamental changes in schools and districts. Educators must embrace data as part of their reform strategy, questions must be posed, and data must be gathered and analyzed to assess how well schools and districts confront and address equity issues. The paper discusses the notion of whole school inquiry as a part of school reform, and describes an example of the researcher's personal experiences in facilitating school and district inquiries that are focused on equitable student outcomes and some "lessons learned." (Contains 19 references.) (BT) trained to implement the "transformation" process in schools in Northern Ireland. (Contains 4 figures and a 19-item bibliography. Appendixes contain a school aggregate profile matrix and a network diagram.) (Author/BT)

ED 442 735 SO 031 925

Tirri, Kirsi
Finland Olympiad Studies: What Factors Contribute to the Development of Academic Talent in Finland?
PUB DATE- 00
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Comparative Analysis; Comparative Education; Educational Research; Foreign Countries; *Parent Attitudes; Secondary Education; Socioeconomic Influences; *Student Attitudes; *Student Development; Student Surveys
IDENTIFIERS- Academic Olympiad; *Finland; Parent Surveys

This paper reports findings from a study of Finnish academic Olympians of different ages who participated in Olympiad Studies in mathematics, physics, or chemistry during the years 1965-1997. The study focused special interest on the influences of home and school in contributing to the development of academic talent. The results of the Finnish study are compared to an earlier U.S. study using the same instruments. The Finnish Olympians were mailed a 14-page questionnaire and the self-confidence attitude attribute scales; their parents received a shorter version of the same questionnaire and the inventory of parental influence. Data included 150 males and 7 females. More than half of the Olympians were first-born children; parents had either a very high educational level or a very low educational level; and parents had good incomes. Olympians and their parents were asked to rate the importance of family/school influences in development of academic talent, and parents rated these influences as more important than did the Olympians. Finnish Olympians emphasized their own interests and efforts as key factors to their talent development, as well as good teachers. They noted few hindrances to their talent development. More than half expressed the view that they would not have accomplished as much without the Olympiad program. Data are going to be compared with similar data from the United States, Germany, and Taiwan. (Contains 21 figures, 7 tables, and 11 references.) (BT)

ED 442 736 SO 031 926

Gathercoal, Paul
Conducting Democratic Class Meetings. School Violence and Conflict Programs, Paper Presentation.
PUB DATE- 00
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

project materials to be an invaluable resource for helping to foster mutual respect and understanding between indigenous and non-indigenous Australians. (Contains 18 references.) (SM)

ED 442 755 SP 039 281

Piper, Carla Hagen
Electronic Portfolios in Teacher Education Reading Methods Courses.
PUB DATE- 99
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Computer Uses in Education; Educational Technology; Elementary Secondary Education; Evaluation Methods; Higher Education; Multimedia Materials; *Portfolio Assessment; Preservice Teacher Education; *Student Teacher Evaluation; Teacher Certification; Teacher Competencies
IDENTIFIERS- *Electronic Portfolios

The question of how to use technology effectively in the assessment of teacher candidates to demonstrate achievement of course objectives based on state certification standards led to the development of the electronic portfolio project at a small university teacher credential program. The process of preparing an electronic portfolio using computer and multimedia technology was examined from the perspective of 12 teacher candidates enrolled in a multiple subject reading methods class. This research was a multiple case study in which qualitative data were obtained through open-ended interviews with the teacher candidates, the course professor, and the computer lab technician, as well as through analysis of the electronic portfolio product. Whether the electronic portfolio could be considered an effective tool for documenting teacher candidate performance and the achievement of course objectives was the primary question investigated in this study. (Contains 25 references.) (Author/SM)

ED 442 756 SP 039 282

Fountain, Cheryl; Drummond, Robert J.; Senterfitt, Heather D.
Teacher Self-Evaluation of Renewal Efforts of Their Teaching Practices To Improve Student Achievement.
PUB DATE- 00
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College School Cooperation; Collegiality; Cultural Awareness; Decision Making; Elementary Secondary Education; *Faculty Development; Higher Education; Inquiry; *Inservice Teacher Education; Multicultural Education; Partnerships in Education; Preservice Teacher Education; *Professional Development Schools; Reflective Teaching; Teacher Attitudes; Teacher Collaboration; Teacher Improvement; *Urban Schools

This study evaluated how teachers perceived their efforts to improve their teaching practices by participating in the development. There are two parts with 12 chapters. Chapter 1, "Overview" describes standards and the study. Part 1, "Observing Standards in Context," focuses on: (2) "Exhibitions and Humanities at Powell," (3) "Wayne," (4) "Gloria," (5) "Pierre," and (6) "Anwar." Part 2, "Understanding the Negotiation of Standards," includes: (7) "Students' Standards: What Students Thought about Exhibition Work"; (8) "Students Creating Standards, Individually"; (9) "Students Creating Standards, through Peer Interaction"; (10) "Teachers' Standards: What Teachers Thought about Exhibition Work"; (11) "Teachers' Expectations and Classroom Standards"; and (12) "Teachers' Role: Five Theories Revisited" (demanding, informing, teaching, arising, and negotiating). (Contains 49 references.) (SM)

ED 442 776 SP 039 305

Kwakman, Kitty
Schools as Places for Teachers To Learn? Opportunities for Professional Development in Dutch Educational Reform.
PUB DATE- 00
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Change; *Faculty Development; Foreign Countries; Inservice Teacher Education; Secondary Education; Teacher Behavior; *Teacher Improvement; Teaching Conditions
IDENTIFIERS- *Netherlands

This paper discusses a study of Dutch secondary education reform, describing the background, noting implications for teacher learning, and arguing that learning supports professional development and derives from performance of activities that help teachers develop professionally. Based on a literature study, a conceptual model was developed in which characteristics of the individual, the task, and the work environment were related to performance of professional development activity. To explore the relevance of the conceptual model, two research questions were addressed: To what extent do teachers perform professional development activities? and What factors affect these activities? A survey was conducted with 542 teachers from 10 secondary schools to study these questions. The survey looked at years of experience, professional attitudes, meaning attached to professional development activities, job stress, job demands, job control, social support, and developmental press. Results indicated that professional development activities focused on three types of activities related to different aspects of professional behavior. The frequency with which different professional development activities were performed differed significantly. The study provided evidence of many variables that predict the frequency of professional development activities. (Contains 27 references.) (SM)

ED 442 777 SP 039 306

Harwood, Angela M.; Collins, Laura; Sudzina, Mary
Learning from Student Teacher Failure: Implications for Program Design.
PUB DATE- 00
NOTE- 36p.; Paper presented at the Annual Meeting of the American

ED 442 796   SP 039 328

Hammond, Ormond W.; Onikama, Denise L.
At Risk Teachers.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Cultural Influences; Elementary Secondary Education; *Employee Absenteeism; *Faculty Mobility; Foreign Countries; Job Satisfaction; Teacher Attendance; *Teacher Burnout; Teacher Characteristics; Teachers; *Teaching Conditions
IDENTIFIERS- Pacific Region

This paper examines research on risk factors affecting teachers, noting that teachers encounter daily challenges and stresses in working with today's students. Risk is difficult to define. Consequences of risk can include stress and burnout, absenteeism, and attrition. Research shows that everyday events, even positive ones, cause stress, and chronic and traumatic negative stress can lead to many forms of illness and maladjustment. Leading stressors include student misbehavior and teachers' own characteristics. Symptoms of stress and burnout include anger, anxiety, depression, fatigue, frustration, substance abuse, psychosomatic symptoms, family crises, and reduction in commitment to students. School reform and working conditions can contribute to teacher burnout. Teachers' attendance is influenced by both organizational practices and attendance barriers (transportation, illness, and family responsibilities). Teachers with higher job satisfaction and involvement tend to be absent less frequently. The immediate atmosphere of the school environment is a primary reason for teacher attrition. Many external, employment, and personal factors contribute to teacher attrition. There are some unique patterns of risk factors in Pacific schools that relate to cultural events, environmental factors, family/village social roles, and culturally sanctioned time off. A graphical representation of what research suggests about risk factors is presented. (Contains 22 references.) (SM)

ED 442 797   SP 039 329

Kemp, Leroy, Ed.
Research in Teacher Education. Technology Competencies in Teacher Education. An Evaluation To Guide Implementation of Beginning Teacher Technology Competencies.
PUB DATE- 00
NOTE- 82p.; "A Research Report Prepared for Minnesota State Colleges & Universities and The Council on Professional Education." Minnesota's Chapter 384 Legislation Teacher Education Technology and Graduation Rule funding supported this research project, printing, and dissemination.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Standards; *Beginning Teachers; *Computer Literacy; *Computer Uses in Education; *Educational Technology; Elementary Secondary Education; Higher Education; Parent Attitudes; Preservice Teacher Education; Student Teacher Attitudes; *Student Teachers; *Teacher Competencies

group. Teachers of the interdisciplinary program expressed a strong preference for the instructional approach. An appendix contains a chart of Iowa Test of Educational Development scores. (SLD)

ED 442 817 TM 031 237

Shermis, Mark D.; Averitt, Jason
Where Did All the Data Go? Internet Security for Web-Based Assessments.
PUB DATE- 00
NOTE- 32p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New Orleans, LA, April 25-27, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Security; *Data Analysis; Performance Based Assessment; *World Wide Web

The purpose of this paper is to enumerate a series of security steps that might be taken by those individuals or organizations that are contemplating Web-based tests and performance assessments. From a security viewpoint, much of what goes on with Web-based transactions is similar to other general computer activity, but the recommendations focus on what can be done to avoid data compromise and loss or to resurrect such information should it be modified. Some very specific advice is offered. An appendix lists Web sites to visit about security. (Contains 12 references.) (SLD)

ED 442 818 TM 031 238

Brown, Richard S.
Using Latent Class Analysis To Set Academic Performance Standards.
PUB DATE- 00
NOTE- 44p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; *Academic Standards; *Junior High School Students; Junior High Schools; Mathematics; Performance Based Assessment; Performance Factors; Responses; *Student Evaluation
IDENTIFIERS- *Latent Class Analysis; *Standard Setting

The use of latent class analysis for establishing student performance standards was studied. Latent class analysis (LCA) is an established procedure for investigating the latent structure of a set of data. LCA presumes that groups, classes, or respondents differ qualitatively from one another, and that these differences account for all of the relationships in the data. A student assessment instrument was developed consisting of a 10-item multiple choice component and 2 performance assessment tasks. The instrument was completed by 191 seventh and eighth grade mathematics students. The latent class procedures provided information regarding the qualitative differences among the student responses. A series of latent class models was explored using binary and continuous indicators. For this sample of student responses, the LCA

ED 442 838 TM 031 258

Chang, Shun-Wen; Hanson, Bradley A.; Harris, Deborah J.
A Standardization Approach to Adjusting Pretest Item Statistics.
PUB DATE- 00
NOTE- 20p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New Orleans, LA, April 25-27, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Item Response Theory; *Sample Size; Simulation; *Statistical Analysis
IDENTIFIERS- One Parameter Model; *Standardization; Three Parameter Model

This study presents and evaluates a method of standardization that may be used by test practitioners to standardize classical item statistics when sample sizes are small. The effectiveness of this standardization approach was compared through simulation with the one-parameter logistic (1PL) and three parameter logistic (3PL) models based on the criteria of the Pearson product-moment correlation, the mean square error, variance, and squared bias. In light of estimating the item difficulty values, the differences of the performance between the 3PL and standardization methods were small, but the differences between the 1PL and these two methods were large. For the estimation of point biserial correlations, the 3PL model seemed to perform better than the standardization method, and the standardization method performed better than the 1PL model. Although the standardization method did not outperform the 3PL model for the design considered in this study, it could be promising when smaller sample sizes are used. This method may be recommended for use in conjunction with the item response models for the test development when the pretesting sample sizes are small. By employing the classical measurement framework to obtain pretest item statistics, the problem of inaccurate item response theory parameter estimates when limited calibration sample sizes are available can be avoided. (Contains 4 tables and 16 references.) (Author/SLD)

ED 442 839 TM 031 259

Monahan, Patrick
The Effect of Unequal Variances in the Ability Distributions on the Type I Error Rate of the Mantel-Haenszel Chi-Square Test for Detecting DIF.
PUB DATE- 00
NOTE- 58p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New Orleans, LA, April 25-27, 2000).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Ability; Chi Square; *Item Bias; Simulation; Statistical Distributions; *Test Items
IDENTIFIERS- Item Bias Detection; *Mantel Haenszel Procedure; Type I Errors; *Variance (Statistical)

Previous studies that investigated the effect of unequal ability distributions on the Type I error (TIE) of the Mantel-Haenszel chi-square test for detecting differential item functioning (DIF) simulated ability distributions that differed only in means. This simulation study suggests that the magnitude of TIE evaluating the reliability of test scores for complex reading comprehension tests. (Contains 1 figure, 7 tables, and 15 references.) (Author/SLD)

ED 442 859 TM 031 279

Lee, Guemin; Sykes, Robert C.
A Comparison of Scoring Modalities for Performance Assessment: A Case of Constructed Response Items.
PUB DATE- 00
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Constructed Response; *Performance Based Assessment; Scores; *Scoring
IDENTIFIERS- Accuracy

This study was designed to investigate several scoring modalities in terms of the accuracy of scores and the efficiency of scoring procedures. Five scoring modalities (SM) are conceptualized by considering tasks and raters as sources of error where "p," "t," and "r" represent person, task, and rater, respectively. These are: (1) SM1 p x t x r ; (2) SM2 p x (t:r) ; (3) SM3 p x (r:t) ; (4) SM4 (p:r) x t ; and (5) SM5 r:(p x t) . SMI and SM5 seem to be somewhat unrealistic for practical use in large-scale performance assessments. SM2 would be least preferable among the five scoring modalities conceptualized in this study for large-scale performance assessments. SM3 could be the best option when a high level of score accuracy is required and a high level of rater variation might be expected. If considering both score accuracy and efficiency of scoring procedures, SM4 should be considered for use in large-scale performance assessments. (Contains 2 figures, 3 tables, and 10 references.) (Author/SLD)

ED 442 860 TM 031 280

Gilbert, Linda S.
From Print to Pixels: Practitioners' Reflections on the Use of Qualitative Data Analysis Software.
PUB DATE- 00
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitudes; *Computer Software; *Data Analysis; *Qualitative Research; *Research Methodology; *Researchers
IDENTIFIERS- *NUDIST Computer Program

This paper studied how individual qualitative researchers perceive that their research procedures and perspectives have been influenced by the adoption of computer assisted qualitative data software. The study focused on Nud*Ist software (non-numerical Unstructured Data; Indexing, Searching, and Theorizing). The seven participants ranged from new users to very experienced users of Nud*Ist. Participants regarded Nud*Ist as a tool, but one that needed to be learned. As they developed skill with it, their research processes were indeed changed, both directly and subtly. Overall, users thought that

PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Access to Education; *Children; Elementary Secondary Education; *Enrollment; *Homeless People; Preschool Education; Social Services; Student Mobility; Surveys; Transportation
IDENTIFIERS- *Shelters

To update previous reports about the education provided for homeless children, the National Law Center conducted a survey of providers of services for the homeless and of other advocates for the homeless. The 80 respondents represented 64 family shelter providers in 33 states. Nearly 79% of respondents reported that transportation is a barrier for homeless children who remain in the school they attended before becoming homeless, and 38% reported that residency requirements are a barrier that keeps children from their original schools. Difficulty in obtaining birth certificates and immunization requirements were barriers for enrollment of homeless children. A disturbing trend is the establishment of separate schools or classrooms for homeless children. A study of 40 such "schools" reveals that they are usually located in shelters or churches. They typically do not provide the same curricular and extracurricular activities as regular public schools, and they may not be staffed by certified teachers. They often group children into multiage, multigroup classes, and they may violate health and safety codes. The report contains recommendations to ensure the integration of homeless children into mainstream public schools. The survey is attached. (SLD)

ED 442 881 UD 033 552

Q&A: Questions and Answers Guide on the Education of Children and Youth in Homeless Situations. Opening the Doors of Public Education for Children and Youth in Texas.
SPONS. AGENCY- Texas Education Agency, Austin.; Department of Education, Washington, DC.; Texas Univ., Austin. Charles A. Dana Center.
PUB DATE- 99
NOTE- 44p.; Also sponsored by the Stewart B. McKinney Homeless Assistance Act and the Region 10 Education Service Center.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; *Adolescents; *Children; Educational Legislation; Elementary Secondary Education; Enrollment; Federal Legislation; *Homeless People; Public Education; School Community Relationship; School Responsibility; School Role; *Special Education; State Legislation; Student Needs
IDENTIFIERS- Shelters; *Stewart B McKinney Homeless Assistance Act 1987; Texas

This publication provides school administrators, teachers, staff, shelter personnel, social service providers, and others with information on the education of homeless children and youth in Texas. It covers a broad range of topics with information on current federal and state laws and policies, educational programs and services, and state and local social services. It provides insights into the physical and mental health and safety needs of homeless children and youth and how these needs can be addressed through collaboration between the school and community. After a glossary of acronyms, the paper presents background information on the Stewart B. McKinney Homeless Assistance Act, the Texas response to the Act, the Texas

*Diversity (Faculty); *Diversity (Student); Elementary Secondary Education; Enrollment Trends; Equal Education; *Higher Education; *Multicultural Education; Preservice Teacher Education; Racial Bias; Racial Relations; Sex Bias; Teacher Attitudes
IDENTIFIERS- *African Americans; White Colleges; White Teachers

This publication presents a collection of articles on diversity, pedagogy, and higher education. They include: "Introduction" (James Jennings); "Faculty Diversity: Effective Strategies for the Recruitment and Retention of Faculty of Color" (Sheila T. Gregory); "The Dream of Diversity and the Cycle of Exclusion" (Stephanie M Wildman); "Obstacles Facing New African-American Faculty at Predominantly White Colleges and Universities" (Keith McElroy); "Leadership for Diversity: Effectively Managing for a Transformation" (Adrian K. Haugabrook); "African-American Female College Presidents and Leadership Styles" (Runae Edwards Wilson); "African-American Enrollment and Retention in Higher Education: An Application of Game Theory" (Kofi Lomotey; Mwalimu J. Shujaa; Thresa A. Nelson-Brown; and Shariba Rivers Kyles); "Killing the Spirit: Doublespeak and Double Jeopardy in a Classroom of Scholars" (Olga M. Welch and Carolyn R. Hodges); "Institutional Language of Control: Race, Class, and Gender Issues" (Harry Morgan); "Ebonics, Local Color, and Official Language: Who Resists Whom?" (Robin L. Murray); "Enhancing Multicultural Education through Higher Education Initiatives" (Porter L. Troutman, Jr.); "Let's Get It Started: Teaching Teachers How To Implement a Culturally Relevant Pedagogy" (Jamal A. Cooks); "Preparing White Undergraduate Preservice Teachers To Teach African-American Students: What Does It Take?" (Frances Y. Lowden); "Project MIME: Reshaping Mathematics Education in Secondary Schools" (Joseph A. Meyinsse); "The Implementation of Radical Constructivism within the Urban Mathematics Classroom" (Randy Lattimore); "Help Wanted: Building Coalitions between African-American Student Athletes, High Schools, and the NCAA" (Patiste M. Gilmore); "A Phenomenon of Religious Relevance Developing at Predominantly White Institutions" (Donald Brown); and a commentary, "An Interview with Dr. Clarence G. Williams, Special Assistant to the President for Minority Affairs, Massachusetts Institute of Technology" (Harold W. Horton). (SM)

ED 442 900   UD 033 642

McLaughlin, Milbrey W.
Community Counts: How Youth Organizations Matter for Youth Development.
SPONS. AGENCY- Spencer Foundation, Chicago, IL.
PUB DATE- 00
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Child Development; Community Programs; Elementary Secondary Education; *High Risk Students; *Program Development; Program Implementation; *Urban Youth; *Youth Programs
IDENTIFIERS- *Community Based Organizations

Over 10 years, the researchers studied community-based organizations (CBO) for young people, eventually examining the work of approximately 120 youth-based organizations in 34 different cities. A look at these organizations and the young people they serve shows that CBOs offer a means of reaching at-risk youth, and that they can have a significant impact on the skills, attitudes, and experiences of young people. Surveys of CBO participants show that they express a sense of personal group experiences. Evaluations of the Institutes indicate that students especially appreciate the teambuilding experiences and their relationships with mentors. (Contains 34 references.) (SM)

ED 442 921 UD 033 666

McDermott, Kathryn A.
Steady Habits: Connecticut's Response to Sheff v. O'Neill.
PUB DATE- 00
NOTE- 65p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Black Students; Diversity (Student); Educational Legislation; Educational Policy; Elementary Secondary Education; Enrollment Trends; Equal Education; Hispanic Americans; Magnet Schools; *School Choice; *School Desegregation; Urban Schools
IDENTIFIERS- African Americans; Connecticut; Project CHOICE

This study analyzed data from year 1 of Project Choice, Connecticut's response to Sheff v. O'Neill, a 1989 school desegregation lawsuit. Project Choice is an interdistrict transfer program modeled on a program that began in Hartford in 1966. It allows suburban children to attend urban schools. For each child participating, the district where the child enrolls receives a $2,000 grant. Bonus funding goes to schools and districts with large numbers of such students. Researchers analyzed quantitative and qualitative data on Project Choice and on the expansion of interdistrict magnets. The study included enrollment data and interviews with people involved in implementing Project Choice and the interdistrict magnet program. Results describe: effects of school choice on urban and suburban enrollments; non-enrollment effects of open choice; effects of interdistrict magnet schools; overall interdistrict enrollment in Connecticut; and project limitations, which include logistics, funding, local commitment, and the broader legal climate. The paper examines Connecticut's programs as a test of interdistrict school choice, highlighting participants in school choice, racial patterns in urban-to-suburban transfers, and worries over skimming the most academically talented students from urban schools. It concludes by discussing the ends and means of educational policy. (Contains 34 references.) (SM)

ED 442 922 UD 033 667

Jackson, Barbara, Ed.; Levine, Jodi, Ed.; Patton, Judy, Ed.
Restructuring for Urban Student Success: Essay Collection.
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- 00
NOTE- 422p.; Collection distributed for discussion at the Restructuring for Urban Student Success Capstone Conference (Indianapolis, IN, May 4-6, 2000).
LANGUAGE- English
EDRS Price- MF01/PC17 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Academic Achievement; College School Cooperation; Cooperative Learning; Educational Innovation; Elementary Secondary Education; *Faculty Development; Higher Education; Partnerships in Education; Preservice Teacher Education; Program Evaluation; *School Restructuring; Student Evaluation;

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Information; Educational Cooperation; *Educational Policy; Elementary Secondary Education; Foreign Countries; Government Role; *Information Industry; *Information Technology; Internet; Interviews; *Policy Formation; Private Sector; Public Agencies; *School Business Relationship; *Telecommunications
IDENTIFIERS- Access to Technology; *Business Role; Connectivity; Technology Implementation; United Kingdom

This paper looks at private interest involvement in education Information and Communications Technology (ICT) policymaking and implementation in the United Kingdom, using the National Grid for Learning (NGfL), an initiative to connect every U.K. school to the Internet and create an online connected learning community of teachers and students with access to a host of approved resources and information within a managed learning grid, as a contemporary form. The extent to which businesses are getting involved in new policy forms and the nature that resulting government/industry links are taking are explored. The paper also examines how key players are emerging and the interests of some firms dominating over others. Above all, the paper is concerned with how the public/private foundation for the NGfL is working out in practice. The paper is based on a series of in-depth interviews with key actors in the formation and initial implementation of the NGfL initiative, including: officials from the coordinating government department, DfEE (Department for Education and Employment); officials from the quasi-government agency responsible for developing and delivering aspects of the initiative, the British Educational Communications and Technology Agency; policy advisors to the Prime Minister and DfEE; as well as key executives in information technology and telecommunications firms and their educational representative body, the British Educational Suppliers Association. (Contains 188 references.) (MES)

ED 442 467 IR 020 308

Sage, Sara M.
The Learning and Teaching Experiences in an Online Problem-Based Learning Course.
PUB DATE- 00
NOTE- 36p.; Poster presented at the Annual Meeting of the American Education Research Association (AERA) (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Uses in Education; Constructivism (Learning); Decision Making; *Distance Education; *Educational Technology; Graduate Study; Higher Education; *Instructional Design; Internet; Interviews; Models; *Problem Based Learning; Student Surveys; Teacher Education; Teacher Surveys
IDENTIFIERS- Indiana University Bloomington; Learning Environments; Technology Integration

This paper describes and examines the experiences of eight learners and two teachers in an online distance education graduate course taught using an asynchronous program and a problem-based learning (PBL) pedagogy. The course, "Integrating the Internet across the Curriculum," was offered by Indiana University Bloomington as a 6-week summer course in 1999. As a World Wide Web-based course, it was available to a worldwide

Institutional Effectiveness Summary, 1998-99.
PUB DATE- 99
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accountability; Annual Reports; Educational Quality; General Education; *Institutional Evaluation; *Institutional Research; Outcomes of Education; Program Evaluation; School Effectiveness; Student Development; Technical Institutes; Two Year Colleges

This report summarizes assessment activities and indicators of institutional effectiveness at Trident Technical College for 1998-99. The college measures institutional effectiveness through Goal Attainment Scaling, a flexible measurement process designed to develop criteria for assessing each program, student service, and academic unit. The components of institutional effectiveness include the following: general education, majors and concentrations, academic advising, 2-year to 4-year transfer, student development, and library resources. In 1998-99, assessments were conducted within general education, majors and concentrations, and student development. In General Education, the majority of outcomes met or exceeded expectations based on course scores, instructor scores, course success rates, common final exams, and an umbrella indicator of expanded awareness of a global/multicultural society. In terms of Majors and Concentrations, all eight programs assessed met or exceeded benchmarks for the majority of indicators based on enrollment, student satisfaction, and student success as well as job placement, employer satisfaction and other outcomes. For Student Development: Testing Services met or exceeded 15 of 15 indicators; Learning Assistance Services had satisfactory measurements in terms of customer awareness/satisfaction, effectiveness of services, and employee excellence. Report contains one table showing associate degree competencies for various programs. (RDG)

ED 442 488 JC 000 411

Employer Follow-Up Survey Report, 1997.
PUB DATE- 97
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *College Graduates; Educational Quality; *Employer Attitudes; *Employers; Employment Qualifications; *Institutional Evaluation; Institutional Research; Job Skills; Outcomes of Education; Program Evaluation; Tables (Data); Technical Institutes; Two Year College Students; Two Year Colleges

In 1998, Trident Technical College conducted the 1997 Employer Follow-Up Survey to collect information from employers of 1997 graduates. A total of 373 employers of graduates were identified, of which 243 were contacted and interviewed. Findings indicate that employers rate graduates average or above average in most technical and personal skills. Suggestions for program improvements centered on adding technical skills and providing more experience. Nine data tables are presented. Public service (94%) and Allied Health (81%) had the highest response rates. The most frequent related to the experience of a part-time ESL writing instructor. It examines discourse on multiple levels. First, the study looked at the institutional discourses circulating at the community college. Next, the study analyzed the discourse in interviews conducted with the instructor and program administrators to show how the level of affiliation with the institution that each informant displayed had material implications for the course. Finally, it identified and compared the cultural models these informants held about ESL students. In the case of the Basic Writing 3 course, the Open Door Discourse spoke most strongly to the well-educated, middle-class students who had been previously prepared to take advantage of the college's resources. The Sorting Discourse worked with the refugees and immigrants who were without the means to find what they needed in the institution. The level of affiliation to the institution manifested by the instructor and administrators' discourses underscores the importance for instructional staff to be integrated into the social worlds in which they work. Part-time instructors are generally prevented from enjoying such integration, however, thereby affecting the quality of instruction they provide to students. (Contains 16 references.) (VWC)

ED 442 508 JC 000 433

Italia, Nancy, Ed.
Innovator: A Tradition of Excellence through Innovation, 1998-1999.
PUB DATE- 99
NOTE- 22p.; For the 1999-2000 issues, see JC 000 434.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Community Colleges; Educational Development; *Educational Technology; Instructional Innovation; *Newsletters; Two Year Colleges
IDENTIFIERS- *League for Innovation in the Community College

This document presents four Innovator newsletters from the League for Innovation in the Community College (California). Number one contains the following articles: "Focus on Globalization, Learning, and the Human Touch for 1998 Conference on Information Technology," "Internet-in-Education Project Exceeds Goals," "First 'Innovations' Conference Receives Raves," "League Recognized by Long-Term Partners," "Student Art Competition Winners Announced," "Literary Competition Winners Announced," "1998 Innovations of the Year," "1998-99 Kellogg Fellows Selected," "Learning Abstracts To Debut," and "'What Do CEOs Want To Know About...?' Survey Results." Newsletter number two contains the following articles: "League and Partners Receive $9.3 Million for Internet Project," "TLC Monograph Released," "Wheatley to Keynote Innovations 1999," "1998 CIT Highlights Learning, Globalization, Partnerships, Awards, and Research," "Microsoft Office User Specialist Certification a 'Hotbed' of Activity," "Pew Funds Planning Grant," "'What Do CEOs Want To Know about Learning Centered Colleges?' Survey Results," and "1999 Calendar." Newsletter number three contains: "'Innovations 1999' Featured Speakers," "Innovative Learning-Centered Features," "Preparations Underway for Chicago Technology Conference," "League Online Bookstore: Key Resources for Faculty, Staff, and Administrators," "Judges for Student Art and Literary Competitions Announced," "Report Profiles League Colleges," "ELD Program Finishes with Impressive Results," "Pew Awards League Planning Grant," and "'What Do CEOs Want To Know about Outsourcing?' Survey Results."

members' views on the present state of higher education and possible future directions. Appendices contain a copy of the questionnaire survey used; additional demographic data; contains tables and figures referenced in the text; and technical notes on sample design and selection, descriptions of data collection and preparation, weighting scheme, and sampling errors. (VWC)

ED 442 528 PS 023 963

Montessori Theory into Practice: A Practical Newsletter for NAMTA Members, 1995.
PUB DATE- 95
NOTE- 25p.; Published twice a year.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Career Awareness; Career Development; Change; Child Development; Child Rearing; Early Childhood Education; *Employment Opportunities; Resistance to Change; Teacher Associations; *Television Viewing
IDENTIFIERS- *Montessori Schools; Summer; Summer Vacations

These two issues of Theory into Practice, a practical newsletter of the North American Montessori Teachers Association (NAMTA), contains feature articles, upcoming events, and a job bulletin detailing employment opportunities categorized by state and country. The March issue focuses on television's effects and contains an article on the 1st Annual National TV-Turnoff Week, along with "Plays End" (Joseph Chilton Pearce), describing detrimental effects of television on child development. The May issue contains two articles: (1) "The Freedom of Responsibility" (Christopher Ackerman), which discusses the importance of developing responsibility in children; and (2) "The Transition from Home to Classroom" (Priscilla Winning), which focuses on children returning to school after summer break, including reactions of regression, fear, fatigue, and irritability, and giving tips to help ease the transition into the new classroom environment. (BGC)

ED 442 529 PS 024 246

Welfare Reform Briefing Book.
PUB DATE- 95
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Block Grants; *Child Health; Disadvantaged Environment; Educational Opportunities; Federal Legislation; Federal State Relationship; Financial Support; Parent Role; *Poverty; Welfare Recipients; *Welfare Services; Young Children
IDENTIFIERS- *Aid to Families with Dependent Children; Childrens Defense Fund; *Welfare Reform

This report presents information on the Aid to Families with Dependent Children (AFDC) program in light of efforts at welfare reform. Following a listing of whom to call at the Children's Defense Fund (CDF) regarding various welfare issues, the report's first section, "Basic Facts on Welfare," presents information on the AFDC in a question-and-answer format. The next section, "State-by-State Fact Sheets on Welfare Reform," presents data collected by the United States Department of Health and Human Services on the AFDC. The third section discusses why Safety Net Entitlements must not be converted

Expression; Sex Differences; *Sex Stereotypes; Story Reading
IDENTIFIERS- *Emotional Expression; Emotions

This study investigated effects of gender, emotion, and family expressiveness on preschool children's reactions to narrative characters' emotion expressions. Forty-five preschool children rank-ordered playmate preferences for male and female story characters who expressed happiness, anger, sadness, fear, and neutrality and indicated how much they liked such characters. The effect of children's family expressive environments on their responses was also assessed. Findings indicated that liking ratings were based solely on the nature of the emotion being expressed, with happy characters being liked the most and angry characters the least. Children did base some of their playmate preference rankings of the characters on gender stereotypes of emotion expression, and family expressiveness played a role in these preferences, with children from low-expressive homes making gender-stereotypic preferences more than children from high-expressive homes. (Contains 44 references.) (Author/EV)

ED 442 547 PS 028 572

Dharmadasa, Indranie
Teachers' Perspectives on Constructivist Teaching and Learning.
PUB DATE- 00
NOTE- 17p.; Paper presented at the Annual Conference and Exhibition of the Association for Childhood Education International (Baltimore, MD, April 17-20, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Constructivism (Learning); Curriculum Development; *Curriculum Problems; Instructional Innovation; Primary Education; *Teacher Attitudes; Teacher Effectiveness
IDENTIFIERS- *Curriculum Implementation

This study sought to answer three questions: (1) How do teachers perceive constructivist teaching and learning? (2) What are their perspectives after implementation of a constructivist curriculum? and (3) What are the problems pertaining to a transition to constructivist teaching and learning? The study analyzed the views of six third-grade teachers in six elementary schools in a Southeastern state prior to a proposed implementation of a constructivist curriculum, along with the views of the two teachers who implemented the constructivist science curriculum in their classrooms. Informal interviews prior to implementation indicated that teachers viewed a constructivist approach to teaching as a challenge and a concept that is difficult to grasp in a short period of time. They considered it an additional burden that they were unable to handle and were concerned about its effect on classroom discipline. The two teachers who did implement the constructivist approach were supportive of the curriculum but were not confident about providing appropriate materials, promoting experimentation, and initiating children's construction of knowledge. (Contains 22 references.) (EV)

ED 442 548 PS 028 587

Honig, Alice Sterling
Promoting Creativity in Young Children.
PUB DATE- 00
NOTE- 56p.; Paper presented at the Annual Meeting of the Board of Advisors for Scholastic, Inc. (New York, NY, May 19, 2000).

Findings indicated that seventh-graders had higher academic performance than tenth-graders and had relationships with parents that involved more time, activities, influences, and positive emotions. Parent-adolescent relationship features predicted academic performance in the tenth-grade sample but not in the seventh-grade sample. The strongest predictors of tenth-graders' academic performance were the degree of influence and the frequency of experiencing negative emotions in relationships with mothers. The findings suggest that multidimensional measures of parent-adolescent relationship features may be useful for improving understanding of parents' role in adolescents' academic performance. (Contains 11 references.) (Author/HTH)

ED 442 566 PS 028 655

Howard, Julie A.
The Verbal Environment of Children and Its Impact on the Development of a Sense of Self: A Comparison of Well and Depressed Mothers.
PUB DATE- 00
NOTE- 94p.; Doctoral Research Paper, Biola University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041), Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Depression (Psychology); *Individual Development; Infants; *Mothers; Parent Child Relationship; Parent Influence; *Self Concept; Toddlers
IDENTIFIERS- *Maternal Speech

This review of the literature regarding the impact of maternal speech on the formation of a child's sense of self compares the speech of well mothers to that of depressed mothers. The review finds that maternal speech has a strong influence on the formation of symbolic self-representations during the toddler period. However, depressed mothers' speech is significantly different from that of normal mothers in terms of both content and process, and these differences have been shown to affect the way that children come to view themselves. Although no study specifically addressed the effect of depressed mothers' speech on the development of presymbolic self-representations, it is highly likely to have some effect via the mother's difficulty in maintaining interactions. Depressed mothers speak less to their infants, exaggerate their intonations less, and take longer to respond to infants, suggesting that interactions may be awkward at best or nonreinforcing at worst. Depressed mothers' speech to infants also appears to be critical and negative. These structural and content differences in depressed maternal speech carry over to the toddler period. The studies suggest that depressed mothers may be assisting their children in developing symbolic-self-representations that are highly negative in nature. However, the picture is more dynamic and complicated than is presented due to the impact of other individuals in the child's environment. How a father, siblings, peers, teachers, and grandparents respond will affect the process of forming an integrated sense of self. In addition, qualities within the child, such as temperament, will also affect the process. (Contains 70 references.) (HTH)

ED 442 567 PS 028 657

Cooper, Judy; Smith, Cathy; Smith, Veralee
Enhancing Student Social Skills through the Use of Cooperative Learning and Conflict Resolution Strategies.

EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- After School Programs; Case Studies; Change Strategies; Elementary Education; Evaluation Methods; *Performance Based Assessment; *Portfolio Assessment; Portfolios (Background Materials); Preschool Education; *Student Evaluation

Although support for using portfolios in student assessment is widespread, few educators agree on what portfolios are and what their purposes should be. This book details a step-by-step process to help preschool and elementary educators get started in the use of portfolios for student assessment or gain new insights or strategies in their use. Chapter 1 introduces performance assessments and portfolios, and discusses current thinking about their use. Chapter 2 presents the framework for initiating portfolio assessment, including primary decisions that must be made when moving into portfolio assessment. Chapters 3 through 6 are case studies of individual and groups of teachers, and the process they used to begin using portfolio assessment in their individual teaching settings. Chapter 3 reflects the use of portfolios in a model child development center serving infants through 4-year-olds. Chapter 4 reports the experience of a group of teachers who restructured their school to improve the achievement of children from poor families. Chapter 5 reviews the experiences of teachers in the intermediate grades in implementing portfolio assessment, focusing on mathematics and science assessment. Chapter 6 details a project approach to curriculum development and the curriculum-portfolio connection in an after-school program. Chapter 7 discusses common elements from the four case studies: the decision to use portfolio assessment, philosophical bases for its use, selecting the purpose for portfolios, criteria for selecting assessment strategies, and collecting, interpreting, and reporting data. Five appendices include assessment forms. (KB)

ED 442 585 PS 028 681

Fletcher, Richard, Ed.; Browne, Rollo, Ed.
The Boys in Schools Bulletin: Practical Initiatives Addressing Boys' Needs, 1999.
PUB DATE- 99
NOTE- 130p.; Published quarterly.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Administrators; Cooperative Learning; Depression (Psychology); *Educational Environment; Elementary Secondary Education; Extracurricular Activities; Fathers; Foreign Countries; *Males; Masculinity; Mentors; Parent Participation; Periodicals; Physical Development; Prevention; Program Descriptions; *School Culture; Social Development; Suicide; Values Education
IDENTIFIERS- Australia; *Educational Leadership; Rites of Passage; Self Defense

This document is comprised of volume 2 of a quarterly bulletin for educators in Australia providing a practical focus to improving boys' schooling. The April 1999 issue focuses on the role of school executives, or administrators, on supporting educational initiatives. This issue includes articles improving schools had significantly higher scores on 35 of 36 indicators. The indicators include measures of administrative support, quality of professional development, family and community involvement, and various instructional strategies. Each of the indicators is described, including narrative guidelines for high, medium, and low scores and examples drawn from site visit reports. The value of students as informants, the benefits of collaborative research, and recommendations for dissemination and replication are discussed. (Contains 13 references.) (SV)

ED 442 603 RC 022 473

Parrish, Paige; Keyes, Marian; Orletsky, Sandra; Coe, Pamelia; Runge, Claudia; Meehan, Merrill; Whitaker, Julia; Nickell, Margaret; Roberts, Jean; Sallee, Modena; Ladd, Pamela; Caudill, Cathy; Foster, Gaye; Hatton, Sharon; Lewis, Starr; Tolbert, Shannon
Field Test of the "School Study of Writing Instruction": A Self-Study Needs Assessment Instrument. A Product of the Kentucky State Project: Designing Professional Development for Portfolio Improvement. Study of Writing Instruction in Kentucky Schools.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 189p.; For related documents on the "Study of Writing Instruction in Kentucky Schools", see RC 022 258 and RC 022 472.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cooperative Planning; *Educational Assessment; Elementary Secondary Education; Evaluation Methods; Evaluation Research; *Needs Assessment; *Portfolio Assessment; Rural Schools; School Effectiveness; *Self Evaluation (Groups); *Writing Improvement; Writing Instruction
IDENTIFIERS- Facilitators; *Kentucky

One mandate of the Kentucky Education Reform Act of 1990 requires that students develop a writing portfolio. Ultimately, schools must elevate the average performance level of students' portfolios to the benchmark of "proficient." During site visits to 29 schools, 36 indicators were identified that differentiated writing scores and programs in continuously improving and continuously declining schools. The indicators were used to develop a self-study needs assessment instrument called the "School Study of Writing Instruction." Created as a handbook, the instrument enables a school to compare different role groups' perspectives on its writing portfolio program and to use the findings to set priorities and plan program improvements. This report describes the field test of the instrument in 11 schools across Kentucky. Most schools were in rural areas or small towns and served a primarily White population; the schools were otherwise diverse in terms of size, grade level, and Title I eligibility. Of the 10 schools completing the study, 9 found it to be a worthwhile experience that produced some successful outcomes. Steering committee members and principals offered helpful suggestions for improving the handbook. A comparison of schools that were or were not assigned facilitators suggests that facilitator services were highly beneficial. Overall, the instrument was found to be valid and replicable. The potential time investment may temper some faculties' motivation to undertake it, but facilitator assistance could ameliorate this factor. Appendices include parts of the instrument, evaluation materials, and findings for individual schools. (Contains 22 references.) (SV) behind the CASE program, its planning and implementation, and the program's successes. (Contains 24 references.) (WRM)

ED 442 623 SE 063 499

Farias, Percio A. M.; Goulart, Mauricio S.; de Mello, Paulo Correa
Past, Present and Future of General Chemistry in the PUC-Rio.
PUB DATE- 98
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Chemistry; Foreign Countries; Higher Education; *Science Curriculum; *Science Education History; Science Instruction; *Textbooks
IDENTIFIERS- Brazil

This manuscript describes the role of chemistry as a vehicle for understanding many other basic sciences and engineering based on the experience acquired in the General Chemistry course at the "Center Technical-Scientific" at the Pontific Catholic University of Rio de Janeiro (CTC-PUC-Rio). A description of the history of the General Chemistry course is presented, including the discussion of emends, course structure, learning systems, textbooks, and teachers' formation and their role. It also describes actual activities in the course such as the integration of chemistry with the environment. The laboratory course, the structure of the involved group and the role of each one, and the main difficulties such as emend amplitude and the school routine are also analyzed. Due to the difficulty of choosing an adequate textbook, a structure of a notebook is presented that contains the emend and its relation to many fields of science, enriched with exercises and examples. A new proposal to solve many existing problems is presented, including the creation of Special Topics in General Chemistry after the regular one, and the utilization of software including important contents to a modern engineer formation. (Author/MVL)

ED 442 624 SE 063 502

de Oliveira, Vanderli Fava; Borges, Marcos Martins; Naveiro, Ricardo Manfredi
The Improvement of the Learning Process of Basic Disciplines at the Engineering Design.
PUB DATE- 98
NOTE- 6p.; Paper presented at the International Conference on Engineering Education (August 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Curriculum Development; *Design; *Engineering Education; *Engineering Graphics; Foreign Countries; Higher Education; *Learning Processes; Reflective Teaching; Teaching Methods
IDENTIFIERS- Brazil

The goal of this paper is to reflect upon Engineering Education, starting from experiments that have been carried out at the Federal University of Juiz de Fora (UFJF), aiming to improve the learning process of the content of basic drawing disciplines concerned with graphic representation, which are subjects of the initial terms of the courses of Civil Engineering and Architecture. Those experiments are, as well, the basis of research done for a master's degree course and for

NOTE- 12p.; Supported by the Georgia Eisenhower Program, Title II Higher Education.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Higher Education; *Inservice Education; *Mentors; Preservice Teacher Education; Professional Development; Science Instruction; *Science Teachers; Secondary Education; *Secondary School Science; *Teaching Methods

This paper describes the Teacher Support Specialist in Science (TS cubed) project, which was conducted at the University of Georgia. This project aimed to provide subject-specific instructional support to inexperienced and student teachers by way of mentoring. During this project, three sets of data were collected to reflect participants reactions to this program: (1) a questionnaire before the summer TS cubed course; (2) semi-structured interviews; and (3) evaluator observations during the course. University of Georgia scientists and science educators, secondary science teachers, and Regional Educational Service Agency (RESA) personnel were involved in the program planning and instruction. (YDS)

ED 442 647 SE 063 629

Vellom, R. Paul
Using Scoring Guides To Teach Preservice Teachers about Student-Centered Learning.
PUB DATE- 99
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; Guides; Methods Courses; Preservice Teacher Education; Preservice Teachers; Scientific Concepts; *Scoring; *Student Centered Curriculum; *Teacher Education; Teaching Methods

One of the challenges faced in teacher education is how to teach preservice teachers about complex topics, especially those that involve the roles of the teacher and students relative to one another and to what is being studied. This paper describes a secondary science methods course and presents activities from the course which allow teachers to assume roles beyond those with which they come in with. Scoring guides are one such activity and are presented as an example nested within the context of the course. (CCM)

ED 442 648 SE 063 630

Veronesi, Peter; Lambert, Rebecca
"R-Best" Rationale for Teaching Elementary Science: A Study of First Year Teachers' Perspectives on Their Personal Research-Based Elementary Science Teaching Rationale.
PUB DATE- 99
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Beginning Teachers; Elementary Education; Integrated Curriculum; Science Instruction; *Science Process Skills; Science Teachers; *Scientific Concepts; Scientific Principles; Teacher Education; *Teaching Methods

Elementary teachers must make thousands of decisions about their teaching practices every day. From whom should they first seek "radical" mathematics education with "traditional" mathematics education. Focus group interviews with students, interviews with teachers, and transcript analysis suggest that teacher expectations of student ability have a strong effect on students' mathematical confidence. Confidence, in turn, is a key determinant of students' success or failure in school mathematics. Teachers tend to equate mathematics "ability" with the display of appropriate behaviors. Tracking students into college-prep and non-college-prep courses of study continues to fundamentally limit student opportunity. Finally, a case study illustrates the challenges of implementing policy measures grounded in a critical mathematics education paradigm. Math teachers must always consider the larger societal context in which they practice mathematics education if they are to understand the problematic role that subject plays in the education of students, especially those who are members of subordinated groups. (Contains 253 references.) (Author/ASK)

ED 442 674 SE 063 816

McGinnis, J. Randy; Parker, Carolyn
What Happens to First Year Teachers Prepared To Make Connections between Science and Mathematics When They Enter the Workplace?
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 00
NOTE- 19p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (New Orleans, LA, April 28-May 1, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Teachers; Case Studies; Cultural Influences; Educational Change; Elementary Education; *Interdisciplinary Approach; *Mathematics Instruction; *Mathematics Teachers; Middle Schools; *Science Instruction; *Science Teachers; Surveys

This study's purpose was to present a detailed description and an interpretation of what happens to first year new teachers who are prepared to make connections between science and mathematics and to teach in a manner consistent with the recommendations in the national science education reform movement. The focus was on two sets of participants: (1) all new graduates (N=57) from the Maryland Collaborative for Teacher Preparation MCTP , a statewide reform-based undergraduate teacher preparation program supported by National Science Foundation funding, and (2) a select sample of first year new graduates of the program in the workplace (elementary and middle level schools) (N=5). Survey and case study methodologies were used. Survey results were reported in comparison to a national sample. Also reported were differing social strategies enacted by the five new teacher case study participants in response to perceived constraints in the workplace. Research suggests that a reform-oriented mathematics and science teacher preparation program can recruit, educate, and graduate a cadre of new teachers who are employed by school districts. The new teachers from such a teacher preparation program have the capabilities and intentions to teach mathematics and science in a reform-based manner that makes connections between the disciplines by using high quality science mathematics. However, the new teachers' school cultures were a major factor in whether reform-aligned mathematics and science teaching was implemented regularly by the new teachers and if the new teachers continued to teach in those schools.

Bangladesh describe, from their own point of view, their experiences with nonformal education (NFE). Feminist research has shown that existing NFE programs in developing countries give women traditional knowledge of family planning, nutrition, and health care, but they do not deal with the need to increase women's awareness of their oppression and exploitation. The study examined whether current NFE programs in this village in Bangladesh give women new knowledge about their current situation in society and in the family and whether these women are conscious of their strategic and practical needs. A social mapping methodology was used to pattern these women's perspectives, and the map serves as a conventional symbol for the "way things are," or perceptions of truth. Findings suggest that rural Bangladeshi women are aware of their socio-economic and political subordination and that they use multiple strategies to resist patriarchal domination. Most of the women see participation in NFE programs as an empowering process. Findings also suggest that rural women wanted NFE programs to provide increased opportunities for income generation, for better access to education, for training to help them become economically independent, and for the conscientization of men, so these other objectives may flourish. These women also had specific suggestions regarding the class time, course design, and courses for men that would enhance female participation and would introduce some changes in men's and women's relationships. Conclusions were that certain more participatory NFE programs may bring meaningful changes in women's lives, and that rural women themselves can best identify their own needs. (Contains 5 figures and 43 references.) (Author/BT)

ED 442 698 SO 031 674

West Meets East in Malaysia and Singapore. Participants' Papers. Fulbright-Hays Summer Seminars Abroad Program 1999 (Malaysia and Singapore).
SPONS. AGENCY- Center for International Education (ED), Washington, DC.
PUB DATE- 99
NOTE- 347p.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; Art Education; Asian Studies; *Cultural Awareness; Developing Nations; Elementary Secondary Education; Foreign Countries; Global Education; Higher Education; *Political Issues; Social Studies; Study Abroad; Undergraduate Study
IDENTIFIERS- Fulbright Hays Seminars Abroad Program; *Malaysia; *Singapore

These projects were completed by participants in the Fulbright-Hays summer seminar in Malaysia and Singapore in 1999. The participants represented various regions of the U.S. and different grade levels and subject areas. The seminar offered a comprehensive overview of how the people of Malaysia and Singapore live, work, and strive towards their vision of a more secure east-west relationship without sacrificing their history or culture. In addition, seminars were presented about Malaysia's geography and history, the political structure, cultural plurality, religions, economy, educational system, aspirations and goals for the future, and contemporary issues facing the society. The 15 projects are: (1) "Rice Cultivation of Malaysia" (Klaus J. Bayr); (2) "Mahathir of Malaysia" (Larry

ED 442 717 SO 031 874

Ramey, Madelaine
Reducing the White-Nonwhite Achievement Gap.
PUB DATE- 00
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Black Students; Correlation; Educational Research; Grade 4; Intermediate Grades; Public Schools; Test Validity; *White Students
IDENTIFIERS- Dependent Variables; Seattle Public Schools WA

It is well documented that there continues to be a gap between white and nonwhite student achievement. A study develops and tests a measure of white-nonwhite achievement gap reduction. The ultimate purpose is to use the measure as the dependent variable in a qualitative study of what works in reducing the gap. The strategy used in addressing this purpose is to propose a measure of gap reduction, examine its properties, use it to identify classrooms that appear successful in reducing the gap, and to study these classrooms in an attempt to identify key characteristics. Data were supplied by the Seattle School District (Washington); their 1999-2000 enrollment was approximately 47,000 students, of which 23% identified themselves as black. The study focused on students who were in the fourth grade in 1998-1999. The measure of gap reduction appears adequate to the task of identifying classrooms that narrow the test score gap between children of color and white children. That part of the variance in the measure that is attributable to classrooms is considerable. Gap reduction depends mostly on classroom factors, as distinct from characteristics of the student. Moreover, the composite classroom gap reduction index correlates highly with a measure of overall classroom achievement growth. Correlation size suggests that success in reducing the gap tends to occur with success in increasing achievement overall, but the two do not always coincide. This has implications for the continuation of the study, which will use a control group of classrooms with high overall achievement gains and not so high gap reduction indices. The plan is to add student mobility rate to the set of classroom context variables as soon as it is available. Stability of the gap reduction measure over time needs to be determined. (Contains 20 references.) (BT)

ED 442 718 SO 031 875

Goodson, Ivor F.
Developing Chains of Change.
PUB DATE- 00
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change Agents; Change Strategies; *Educational Change; Educational History; Elementary Secondary Education; Models

DESCRIPTORS- Action Research; Citizenship; *Citizenship Education; *Classroom Environment; *Classroom Techniques; *Democracy; Elementary Education; *Meetings; Middle Schools; Models; *Moral Development; Questionnaires; Student Development; Student Participation; Student Surveys
IDENTIFIERS- Minnesota (Southwest)

Students need democratic models operating in their daily lives and opportunities to exercise their democratic rights and responsibilities. From 1995-1997 an action research project studied the effect "Judicious Discipline," a democratic citizenship model for school and classroom management, had on students, educators, and parents. "Judicious Discipline" is the only model for school/classroom management that is based on principles of democracy and operates at the principled level of moral development. Students and educators in two southwest Minnesota schools, an elementary school with 425 students, and a middle school with 300 students participated in the project. Quantitative data were collected through a questionnaire administered to all students in both schools at three separate times throughout the 1995-96 school year. Instruction was by the school principal, counselors, and other resource staff. The importance of conducting democratic class meetings emerged from the action research project findings. A different questionnaire was used to determine stages of social development at which students in various home rooms operated. Two teachers in the middle school conducted democratic class meetings and 10 teachers did not. A comparison of survey results indicated that the two teachers who conducted democratic class meetings generated a class climate that was more aligned with autonomous social development than did the 10 teachers with no meetings. Democratic class meetings have certain key elements that the model calls for, such as determining who can call a meeting, setting ground rules, having the teacher lead the meetings, writing down goals, and not coercing student participation. (Contains 3 tables and 15 references.) (BT)

ED 442 737 SO 031 927

Osborn, Marilyn
National Context, Educational Goals and Student Experience of Schooling and Learning: A Comparative Study in England, France, and Denmark.
SPONS. AGENCY- Economic and Social Research Council, Lancaster (England).
PUB DATE- 00
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Comparative Education; *Educational Objectives; Educational Research; Elementary Secondary Education; Foreign Countries; *Student Attitudes; *Student Experience
IDENTIFIERS- Denmark; England; France

This paper reports on selected findings of a major research project (ENCOMPASS) that examines the relationship between national educational values as these are mediated by the school context, teacher beliefs, and classroom processes, and eventually translated into pupil perspectives on learning and schooling. The theoretical rationale for such research is presented and findings are drawn from questionnaires to 1,800

Jacksonville Urban Educational Partnership (JUEP), a Professional Development School (PDS). The JUEP was designed to create sustained, high quality, professional development systems for inservice educators in three PDSs. The study explored how teachers at the end of their third year of the project rated their development of seven professional norms: collegiality, experimentation and risk taking, reflectivity, multicultural sensitivity, decision making, ongoing inquiry, and commitment to teaching. The study also examined the climate of these schools and teachers' attitudes toward the project. The 150 participating teachers completed a climate scale, a professional norms scale, a series of demographic items, and one open-ended question which asked them to name ways that JUEP had impacted their classroom practice. Overall, teachers indicated that JUEP had a degree of success in achieving its goals. One-third of the teachers listed one or more examples of how JUEP influenced their classroom practice. Two overriding positive themes were collegiality and communication generated by the project and the team approach used (teachers, university faculty, and student teachers). Surveys and survey results are appended. (SM)

ED 442 757   SP 039 283

Hamilton, David; Zufiaurre, Benjamin
The New Pedagogics: Revisiting Curriculum and Didactics.
PUB DATE- 00
NOTE- 9p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum; *Didacticism; Elementary Secondary Education; Foreign Countries; Higher Education; *Instruction
IDENTIFIERS- Europe; Spain

This paper focuses on curriculum and didactics, working from the premise that the European discourse of didactics is close to the emergent Anglo-American discourse of pedagogics. The paper begins with an argument about the convergence of didactic and pedagogical theory. It illustrates the endurance of European didactic thought, using examples from Spain. Five sections focus on: why didactics is not popular in the United Kingdom and United States; the overlap between pedagogy (as upbringing) and didactics (as schooling); the discourse of didactic thinking and applications in Spain; didaktika magna to applied didactics; and epistemological evolution in didactic analysis. The paper concludes that the recent history of didactic and pedagogic thought in Europe and North America is neither simple nor linear. Semantic, geographical, historical, political, and confessional differences are involved. The overall conclusion is that neither field is static, and there is no point in searching for the true pedagogics of didactics. It is better to understand them in their historical, geographical, and political contexts. (Contains 27 references.) (SM)

ED 442 758   SP 039 284

Gibson, Helen L.; Van Strat, Georgena A.
The Impact of Instructional Methods on Preservice Teachers' Attitudes toward Teaching and Learning.
SPONS. AGENCY- Fund for the Improvement of Postsecondary

Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Context Effect; Cooperating Teachers; Elementary Secondary Education; *Failure; Higher Education; Preservice Teacher Education; *Student Teachers; Teaching Conditions; Teaching Skills
IDENTIFIERS- *Performance Indicators; *Student Teacher Characteristics

This paper reviews the student teacher failure literature and describes a study on the causes of failure, noting implications for teacher education institutions. The study involved a systematic analysis of the files of student teachers who failed at one university from 1994-97. Failure of student teaching was defined as either choosing to quit student teaching or being removed from the experience. Results were coded as personal characteristics, performance indicators, or contextual factors. Results identified age, gender, number of previous institutions attended, and lower grades in methods classes as demographic characteristics of students who failed. The single biggest reason for students to withdraw from student teaching was the decision that teaching was not for them. Personal circumstances were another primary reason for failure. Regarding performance indicators, students who failed displayed multiple skill deficiencies. Students who failed for contextual reasons usually did so because of conflict with cooperating teachers or placements. The paper presents a number of ways teacher education institutions can address the causes of failure, ranging from pre-admission screening to early field placement, counseling, selecting and educating cooperating teachers carefully, and documenting the internship. (Contains 29 references.) (SM)

ED 442 778 SP 039 307

Copeland, Glenda; Finley, Sandra; Ferguson, Chris; Aldarette, Karen
A Flashlight and Compass: A Collection of Tools To Promote Instructional Coherence.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 226p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Coherence; Educational Improvement; Educational Quality; Elementary Secondary Education; *Faculty Development; Reflective Teaching; *Teacher Collaboration; *Teacher Improvement

This publication presents a collection of tools that promote instructional coherence. It focuses on the importance of teachers collaborating to develop a deeper understanding of how children learn and exploring relationships between teaching and learning. Coherence leads to improved educational experiences for learners as teachers make their instructional decisions by using both information collected in the classroom about what and how their students are learning and information from external sources about what is important for students to learn. The collection of tools falls into five categories: (1)

This quantitative and qualitative study examined self-reported perceptions of student teachers, inservice teachers, parents, and community members regarding beginning and preservice teachers' levels of technological competence, focusing on (1) how well beginning teachers were able to apply these technology competencies; (2) where the gaps were between the teacher education curriculum and beginning teacher technology competence; and (3) what supports higher education faculty, P-12 administrators, and policymakers need to provide to ensure that beginning teachers can apply expected levels of technology competencies in teaching. Data from surveys and focus groups with student teachers, inservice teachers, parents, and community members indicated that while beginning and preservice teachers did indeed use and infuse technology throughout the curriculum, all of these skills were not acquired during their professional education. The only skills they acquired during their academic training were basic technology skills such as word processing and keyboarding. There was a definite gap in introducing beginning and preservice teachers to emerging technologies. Respondents indicated needs and/or concerns in the areas of: beginning teacher preparation; addressing differing student needs; continuing education for inservice teachers; modeling by faculty; and access to current technology. The appendixes present the surveys, tables and graphs, and a response summary. (SM)

ED 442 798   SP 039 331

Littleton, Denise M.
Preparing Paraprofessionals as Teachers for the Urban Classroom: A University/School Collaborative Model.
SPONS. AGENCY- DeWitt Wallace/Reader's Digest Fund, Pleasantville, NY.
PUB DATE- 98
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Alternative Teacher Certification; Curriculum Development; Diversity (Faculty); Elementary Secondary Education; Higher Education; *Minority Group Teachers; *Paraprofessional School Personnel; Preservice Teacher Education; Student Recruitment; Teacher Collaboration; *Urban Schools
IDENTIFIERS- Norfolk State University VA

This article describes efforts at Norfolk State University, Virginia, to train substitute teachers, teacher aides, and other paraprofessionals to become certified teachers. The program incorporates four recruitment principles: concern for various aspects of the issue and readiness to tackle them; commitment to the program; collaboration among all involved; and creativity in developing the program. Its goals are to: increase the quantity of teachers, specifically minorities and males; increase the quality of instruction for urban children; and enhance the university's teacher preparation and inservice teacher development programs. The paper describes selection and recruitment procedures; eligibility criteria; and curriculum development. Ongoing workshops and seminars are described. They focus on: respectful attitudes and beliefs that all children can learn; knowing students by becoming familiar with their homes, cultures, and communities; providing stimulating, challenging, and meaningful instruction; identifying local community and agency support to meet students' needs; and procedure indicated that a two-group structure was the most appropriate model for explaining the differences in student performance. Perhaps the most important finding from the study deals with the extent to which the varying standard-setting procedures rendered comparable conclusions regarding what constitutes proficient performance. Another implication of the findings is that if empirical methods can be shown to render determinations regarding student proficiency that are comparable to the more common, and more costly, judgmental approaches, these methods could be used more often to support the determinations made with the judgmental approaches. An appendix contains the developed student assessment instrument. (Contains 2 figures, 10 tables, and 70 references.) (SLD)

ED 442 819 TM 031 239

Meier, Deborah
Will Standards Save Public Education? New Democracy Forum Series.
PUB DATE- 00
NOTE- 90p.; "In a New Democracy Forum with Theodore Sizer, Linda Nathan, Abigail Thernstrom, and Others." Edited by Joshua Cohen and Joel Rogers for "Boston Review." Foreword by Jonathan Kozol.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Standards; Centralization; *Citizenship Education; *Democracy; Elementary Secondary Education
IDENTIFIERS- *Standardization

The lead essay in this collection, "Educating a Democracy" by Deborah Meir, rejects the idea of a centralized authority that dictates how and what teachers teach. Standardization prevents citizens from shaping their own schools, classrooms, and communities. Schools teach democratic virtues and provide much of this teaching by example. Standardization can threaten this instruction. The following responses to Meier's essay are included: (1) "No Excuses" (Abigail Thernstrom); (2) "Making a Difference" (Bob Chase); (3) "Expert Opinion" (Gary B. Nash); (4) "Habits of Mind" (Linda Nathan); (5) "The Case for Standards" (Richard J. Murnane); (6) "The Standards Fraud" (William Ayers); and (7) "A Sense of Place" (Theodore Sizer). In closing, Deborah Meier answers these responses. (SLD)

ED 442 820 TM 031 240

Nasser, Fadia
Understanding Students' Statistical Thinking: An Error Analysis Approach.
PUB DATE- 00
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Concept Formation; Females; Foreign Countries; Higher Education; Learning; Multiple Choice Tests; Research Methodology; *Statistics; Student Attitudes; *Undergraduate Students
IDENTIFIERS- *Errors; Israel

This exploratory study examined errors that students commit in solving multiple-choice questions about descriptive statistics and basic concepts in research methods. The sample consisted of inflation is increased, and the type of items that show inflation are somewhat broadened, under the realistic scenarios of ability distributions that differ not only in means but also in variances or variances alone. There were several conditions for which unequal variances in the ability distributions, either alone, or in combination with unequal means, produced practically important TWI inflation when no such inflation was observed under unequal means alone. This occurred primarily for the hard and medium difficulty items with high discrimination and on the short test with the total sample size of 2,000, but it was also observed for the medium-length test. The most peculiar finding was the aberrant behavior of the highly discriminating hard items, which was the only item to show marked TIE inflation due to unequal variances alone when only rare mild inflation was observed under the combination of unequal variances and unequal means. (Contains 14 tables, 5 figures, and 39 references.) (SLD)

ED 442 840 TM 031 260

McMillan, James H.; Workman, Daryl
Teachers' Classroom Assessment and Grading Practices: Phase I and II.
PUB DATE- 99
NOTE- 145p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; Educational Practices; Elementary Secondary Education; Grades (Scholastic); *Grading; Performance Factors; Questionnaires; *Student Evaluation; Teacher Surveys; *Teachers
IDENTIFIERS- Virginia

Teacher assessment and grading practices were studied in a two-phase investigation in the seven school districts that make up the Metropolitan Educational Research Consortium in Virginia. The first report summarizes the findings from Phase 1 of the study, which focused on teacher responses to closed-end, written survey questions. In Phase 1, 921 elementary, 597 middle, and 850 high school teachers were surveyed. They were asked about their grading and classroom assessment practices for a "typical" first semester class. Elementary school teachers indicated that academic factors clearly are most important in determining grades, but that related factors, such as improvement, effort, ability level, and class participation also make a significant contribution. The variety of responses shows large differences in how teachers emphasize different factors. Approximately 20% of grades given were "A"s. Results for secondary school teachers show little variation between grade levels or subject matter. As with elementary school teachers, academic performance was the most important grading factor, but effort, homework, and extra credit also entered into grading. Phase 2 of the study focuses on interviews with 28 teachers. The analysis of interview data indicates that there is tension between two sources of influence on teacher decision-making concerning assessment and grading practices. One source is teacher beliefs and values and another is external pressures and constraints. These pressures include parent demands and informing parents of student progress, school division policies, skills needed by students once they graduate, practical constraints and state-mandated high-stakes multiple-choice testing. The state test seems to have become a significant influence on teacher decision making. An appendix the software enabled them to organize their data better, which in turn enabled analysis. (Contains 19 references.) (SLD)

ED 442 861 TM 031 281

Hoffman, R. Gene; Wise, Lauress L.
Establishing the Reliability of Student Proficiency Classifications: The Accuracy of Observed Classifications.
SPONS. AGENCY- Kentucky State Dept. of Education, Frankfort.
PUB DATE- 00
NOTE- 17p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New Orleans, LA, April 25-27, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Achievement; *Classification; *Observation; Probability; Raw Scores; *Reliability; Test Theory; *True Scores
IDENTIFIERS- *Accuracy

Classical test theory is based on the concept of a true score for each examinee, defined as the expected or average score across an infinite number of repeated parallel tests. In most cases, there is only a score from a single administration of the test in question. The difference between this single observed score and the underlying true score is error. This paper focuses on accuracy as a function of particular observed scores, questioning whether a student's unknown true score is likely to be in the same category as the student's observed score. A limited set of test items was retrieved from a state-wide examination. Sixteen multiple-choice mathematics items for 3,000 students were scaled using the three-parameter logistic option. The primary conclusion from this study is that classification accuracy functions based on observed scores look quite different from accuracy functions based on true scores. For some of the observed scores, the most likely true score is an adjacent classification category. A further exploration considered how observed scores are placed on the true score scale and whether using the same cut-points for true and observed scores is the best approach. The overall conclusion is that there is no way, short of a perfectly reliable test, of simultaneously maximizing observed score classification accuracy and the accuracy with which overall population distributions are estimated. Nonetheless, observed score classification accuracy curves do provide information about individual observed scores that is quite useful. These curves also provide a way of illustrating the consequences of particular decisions about the scaling and equating of performance category subscores. An appendix contains a visual depiction of the probability computations from the study. (SLD)

ED 442 862 TM 031 282

Edlger, Marlow
Assessing Five Sacred Cows in Education.
PUB DATE- 00
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Behavior Problems; *Cooperative Learning;

response to children and youth living without parents or legal guardians, state legislation, and homelessness in Texas. Additional resources on homeless education are listed. Part 1 offers a definition of homelessness and homeless children. Part 2 describes school responsibilities for enrollment. Part 3 focuses on how schools can help homeless students and what these students' needs are. Part 4 describes the role of shelters. Part 5 discusses special education and the homeless student. (SM)

ED 442 882 UD 033 592

Poe-Yamagata, Eileen; Jones, Michael A.
And Justice for Some.
PUB DATE- 00
NOTE- 33p.; Some graphs may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Numerical/Quantitative Data (110)
DESCRIPTORS- Adolescents; *Blacks; *Correctional Institutions; *Delinquency; Hispanic Americans; *Juvenile Justice; *Minority Groups; *Young Adults
IDENTIFIERS- African Americans

The over-representation of minorities, especially African Americans, in U.S. prisons has received much attention in recent years, but the disproportionate representation of minorities is not limited to adult prisons. It is also found among youth confined in secure juvenile facilities. Because of inconsistencies in the collection and reporting of information about Latino youth, they are often counted as "white," resulting in the under-reporting of confined minority group members. Data from a number of sources indicates that minority over-representation is generally a product of actions that occur at earlier points in the juvenile justice system. In 1998, African American youth were over-represented as a proportion of arrests in 26 of 29 offense categories documented by the Federal Bureau of Investigation. White youth represented 66% of the juvenile court referral population, but they were only 53% of the detained population. African Americans made up 31% of the referred population, and 44% of the detained population. Minority youth were also over-represented in formal processing, waiver to adult court, and dispositions of out-of-home placement. It is expected that the cumulative disadvantage of minority youth will continue to spiral as states continue to pass more punitive laws allowing youth to be charged as adults. (SLD)

ED 442 883 UD 033 613

Moore, Kristin Anderson; Vandivere, Sharon
Stressful Family Lives: Child and Parent Well-Being. New Federalism: National Survey of America's Families Series B, No. B-17. Assessing the New Federalism: An Urban Institute Program To Assess Changing Social Policies.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.; Kellogg Foundation, Battle Creek, MI.; Robert Wood Johnson Foundation, Princeton, NJ.; Henry J. Kaiser Family Foundation, Menlo Park, CA.; Ford Foundation, New York, NY.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Mott (C.S.) Foundation, Flint, MI.; David and Lucile Packard Foundation, Los Altos, CA.; McKnight Foundation, Minneapolis, MN.; Commonwealth Fund, New York, NY.; Weingart Foundation, Los Angeles, CA.; Fund for

value, hopefulness, and agency far greater than peers in their communities, and even greater than the attitudes of youth growing up in more representative U.S. circumstances. Follow-up studies with more than 60 participants in youth CBOs show that the majority of these young people are firmly set on positive pathways as workers, parents, and community members. Research reveals that effective CBOs are intentional learning environments. CBOs cannot be effective, however, without support from community members and other community organizations. Long-term and short-term strategies to promote involvement in CBOs are outlined. (SLD)

ED 442 901 UD 033 643

Franklin, Diane, Ed.; Bankston, Karen, Ed.
Early Intervention: How Parents Can Help Adolescent Children Who May Be Using Drugs.
SPONS. AGENCY- Wisconsin State Dept. of Health and Family Services, Madison.
PUB DATE- 99
NOTE- 29p.; From "Who's Raising the Family?" one of a series published by Wisconsin Clearinghouse for Prevention Resources.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adolescents; *Drug Use; *Early Intervention; *Parent Child Relationship; *Prevention

The earlier a parent can detect and respond to a child's involvement with alcohol and other drugs (AOD), the better. Just as early detection heightens the cure rate for cancer, so too does early intervention increase the chances of ending AOD use. This booklet outlines warning signs of AOD use and lists the hazards of adolescent drug use. Suggestions are given on how to respond to evidence that the child is using AOD. Even though the parent should be supportive, it is important to allow the child to face the natural or logical consequences of misuse or abuse of substances. It is important in the early intervention process to stay close to the child through monitoring. The booklet also includes ideas about where to turn for help and resources to help both parent and child. A comprehensive assessment, such as those provided by the University of Wisconsin's Adolescent Alcohol/Drug Abuse Intervention, can help parents understand the extent of the child's AOD involvement. Parents and their children should understand that the road to recovery is not a smooth one, but that they do not have to travel it alone. (Contains 23 references.) (SLD)

ED 442 902 UD 033 644

Bankston, Karen, Ed.; Franklin, Diane, Ed.
To Listen and To Learn: Exploring Opportunities To Encourage Family Communication.
SPONS. AGENCY- Wisconsin State Dept. of Health and Family Services, Madison.
PUB DATE- 99
NOTE- 38p.; From "Who's Raising the Family?" one of a series published by Wisconsin Clearinghouse for Prevention Resources.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-

Teacher Improvement; Teamwork; *Urban Schools
IDENTIFIERS- Indiana Univ Purdue Univ at Indianapolis; *Learning Communities; Portland State University OR; Temple University PA

This publication presents essays by members of Restructuring for Urban Student Success (RUSS) and other faculty, administrators, staff, and graduate students on participating campuses. The essays describe the work of RUSS and document curricular restructuring and reform efforts occurring at RUSS partner institutions. Part 1 includes essays by RUSS partners: "Introduction to the RUSS Essay Collection: Letters from the Editors" (B. Jackson, J. Levine, and J. Patton); "Introduction: Reporting Out in Year Four" (N. Hoffman and H. Woodcock Ayres); "Creating Community at Urban Universities: Learning Communities and Other Curricular Innovations" (G. Williams, J. Levine, and J. Patton); "Sustaining a Grant Partnership: Personal Reflections on the Powers and Perils of Collaboration" (J. Levine, S. Evenbeck, N. Hoffman, and C. White); and "Reflections on the Development of an Entering Student Survey for Urban Universities" (H. Woodcock Ayres, V.M.H. Borden, J. Degnan, and K.A. Ketcheson). Part 2 features Indiana University Purdue University Indianapolis (IUPUI): "Learning Communities at IUPUI" (G. Williams); "Learning Communities in a Professional School: Implementing Learning Communities in the Kelly School of Business at Indiana University" (R. Magjuka); "Use of Instructional Teams in First-Year Seminars" (W. Orme and R. Van Voorhis); "Faculty Development and Learning Communities" (B. Jackson); "Changing Roles, Assuming New Responsibilities: The Academic Advisor in the Urban University (R. Vermette, P. Seabrook, and L. Ruch); "The Importance of Student Mentors in First-Year Seminars" (L. Haas); "Writing to Enhance, Demonstrate, and Evaluate Learning in the First Year Seminar: A Faculty Development Initiative" (S. Hamilton); "A Collaborative Approach to Assessing Learning Communities" (V.M.H. Borden); "What Students Need To Know To Make a Successful Transition To College: Evaluating the Template for First Year Seminar" (A. Lowenkron and R. Magjuka); and "Learning Communities and the Pedagogy of Critical Readings and Critical Writings" (K.C. Robbins). Part 3 features Temple University: "Of Firmament and Fin" (S. Albertine); "Faculty Collaboration: Perceptions on Teaching in a Learning Community" (K. Busocker); "Writing Courses in Learning Communities" (E. Goldblatt, K. Zervos, and R. Bright); "Building Community through Learning: Moving Students into the University by Moving Outside the Classroom" (L. Shorr and S. Parks); "A Learning Community Freshman Seminar" (D. Tompkins); and "Experience Keeps a Dear School" (R. Williams, Jr.). Part 4 features Portland State University: "Improving the Support of Writing in Learning Communities" (G. Jacob and C. Burnell); "Capstones and Academic Integrity" (S. Agre-Kippenhan); "Student Affairs in Helping Learning Communities Succeed: Partnerships Beyond Functional Titles" (V. Torres); "Using Undergraduate and Graduate Students to Build and Sustain Learning Communities" (C. Reynolds); "Senior Inquiry: A Portland State University/High School Collaboration" (B. Traver, J. Patton, J. Straton, and J. Whittlesey); and "Assessment: A Collaborative Learning Practice" (R. Jessen and C. Ramette). (Papers contain references or bibliographies.) (SM)

audience of K-12 educators in graduate or certification programs. The focus of the paper is on the general learning experience, particularly during the PBL portion of the course. The course was observed online, and additional information was obtained from students through e-mail questions and telephone interviews, and from the instructors through telephone interviews. Results are presented related to: the constructivist learning environment; individual learning and experience; group learning experiences; assessment and grading; developing an atmosphere of trust and collaboration; problem-solving student issues online; and design and implementation of PBL. Technology interface considerations related to these learning and teaching issues are outlined. A decision-making model for online PBL courses is presented that addresses student, teacher, curriculum, technology, and structural contextual issues. Contains 20 references. (MES)

ED 442 468 IR 020 309

Yi-Wilson, Julie C.
Improved Attribution Recall from Diversification of Environmental Context during Computer-Based Instruction.
PUB DATE- 00
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (AERA) (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Computer Assisted Instruction; Distance Education; *Educational Environment; *Instructional Effectiveness; Postsecondary Education; *Recall (Psychology)
IDENTIFIERS- Diversification; Group Embedded Figures Test; *Learning Environment; *Spatial Context; Spatial Cues

Spatial context can be expected to play an important role in computer-based instruction and distance education using PC terminals because these types of computer-mediated instruction often occur in a restricted environment such as one's home or office. These settings, while convenient, are often isolated and lack diverse spatial cues. Fundamental research studies suggest this should result in negative effects for memory. This study investigated whether diversifying the setting in which computers are used as instructional tools would address this problem by creating more cues for retrieval of information. Participants (n=71) read three computer-based instructional units, each describing a different city. These city units were presented on a computer in a single site or in three diverse sites. The three learning sites were made more visually distinct on several dimensions, including decorative arrangements. All participants were tested for attribution recall at a new neutral site. Results confirmed the prediction that diversification of computerized learning sites improves recall, i.e., participants in the diversified learning sites performed better on the attribution memory test than students in a single learning site. Individual differences in sensitivity to background cues, as measured by the Group Embedded Figures Test, were not found to interact with test performance. (Author/MES)

ED 442 469 IR 020 310

Pisapia, John R.; Coukos, Eleni D.; Knutson, Kimberly strength mentioned was knowledge/skills. The most frequent weaknesses mentioned were no experience and poor communication/interaction. Overall, technical skills were rated as average by 41 percent of respondents and above average by 57 percent. Personal skills were rated as average by 26 percent of respondents and above average by 71 percent. Ninety percent of graduates were ranked in the top half by employers compared to other employees in similar jobs. (RDG)

ED 442 489 JC 000 412

Statistical Supplement to the Annual Report to the Governor, FY 1998-1999.
PUB DATE- 99
NOTE- 71p.; For the 1998-1999 Annual Report, see ED 440 679.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Community Colleges; *Educational Finance; *Enrollment Trends; Federal Aid; *School Statistics; *State Colleges; Tables (Data); Teacher Certification; Two Year Colleges
IDENTIFIERS- *Arizona Community Colleges

This document presents the State Board of Directors for Community Colleges of Arizona Statistical Annual Report to the Governor for fiscal year 1998-99. Section 1 presents Student Enrollment Data. It includes information on: annual audited full-time equivalent student report; unduplicated headcount; headcount by full- or part-time enrollment; gender, ethnic or race group, age cohort, and residency status; noncredit classes and enrollment, headcount college continuation status (continuing and returning, first-time students, higher education transfers); headcount by Arizona high school graduation status; miscellaneous headcount information; degrees and certificates awarded; and off-campus programs. Section 2 looks at Financial Information: Income Data FY 1998-99. It includes data on: sources of funds, analysis of state aid, general fund income, plant fund income, assessed valuation and tax levy data, and expenditure capacity data. Section 3 discusses Financial Information: Expenditure Data FY 1998-99. It includes information on: disposition of funds, summaries of general fund current operating expenditures by object and functional classification, investment in plant, interest payments on bonds and other debt, bonds issued and retired and other debt, and cost per full-time equivalent student factors. Section 4 explores Teacher Certification, Faculty (full- and part-time), including data on Arizona community college teacher certification and fall 1998 faculty (full- and part-time). Section 5 reports on Federal Vocational Education Funding. (VWC)

ED 442 490 JC 000 413

WTCS Transfer Information, 1997-98. Joint Administrative Committee on Academic Programs.
PUB DATE- 98
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Enrollment Trends; Higher Education; Outcomes of Education; *School Statistics; *State Colleges; State Universities; *Student Characteristics; Technical Institutes; *Transfer Students

Newsletter number four contains: "Terry O' Banion Announces Retirement," "'Innovations 1999' To Feature Learning Centers," "Information Technology Initiative Review," "1999 Executive Leadership Institute Participants Selected," "Two New Monographs To Be Released," "New League Staff Members," and "ACCI CEO Community Service Survey Results." (VWC)

ED 442 509 JC 000 434

Italia, Nancy, Ed.
Innovator: A Tradition of Excellence through Innovation, 1999-2000.
PUB DATE- 00
NOTE- 22p.; For 1999-2000 issues, see JC 000 433.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Community Colleges; Educational Development; *Educational Technology; Instructional Innovation; *Newsletters; Two Year Colleges
IDENTIFIERS- *League for Innovation in the Community College

This document presents four Innovator newsletters from the League for Innovation in the Community College (California). Number one contains the following articles: "Conference on Information Technology Features Sophisticated Technology and Self-Directed Learning," "'League/PLATO on the Internet' Developmental Research Project Update," "Alliance National Internet-in-Education Progress Report," "Art Competition Winners Announced," "Literary Competition Winners Selected," "Plans Underway for 'Innovations 2000'--A Spring Gathering," "1999 Innovations of the Year," "Pew Grant Awarded to League," "Microsoft Student Technology Winners Announced," "Final Tech-Prep Student Success Guidelines Issued," and "Teaching at a Distance Handbook Released." Newsletter number two contains the following articles: "'Innovations 2000' To Highlight Educational Leaders and Learning-Centered Features," "Milliron Selected as New League CEO," "Conference on Information Technology a Success," "League Awarded $1.1 Million to Create Learning Colleges," "Pew/League Project Colleges Meet," "ACCI 'What Do CEOs Want To Know About...' Survey Results," "Honors Heaped on O'Banion on Retirement," and "New Monograph on Web-Based Teaching." Newsletter number three contains: "League Releases Three New Monographs at 'Innovations 2000'," "'Innovations 2000' Move to Spring a Hit," "2000 Conference on Information Technology Planning Underway," "New League.org Site Unveiled," "League/PLATO Internet Project Concludes," "Alliance Project in Year Three," "2000 Calendar of Events and Deadlines," and "Judges Selected for Student Art and Literary Competitions. "Newsletter number four: "12 Vanguard Learning Colleges Selected for Learning College Project," "2000 Executive Leadership Institute Participants Selected," "Conference on Information Technology To Offer Range of Learning Options and Exciting Features," "O'Banion Microsoft Student Technology Winners," "'Big Picture' Book Released," "National Student Art Competition Winners Announced," and "Alliance CEO Survey Results on Key Trends Distributed." (VWC)

ED 442 510 JC 000 436

Cabrillo College Vocational Education Follow-Up Survey, 1999.
PUB DATE- 99
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

into block grants and is followed by a section that discusses the Personal Responsibility Act. The fifth section presents charts on major welfare bills and is followed by an analysis of the differences between major reform bills. The sixth section provides a discussion of child poverty--"The Costs of Child Poverty: Key Findings from Wasting America's Future." The report is concluded by a discussion of CDF's long-term vision for welfare, emphasizing the following areas: employment opportunities, child care, education and training, job retention, health coverage, child support, family integrity, and work incentives. (MOK)

ED 442 530 PS 025 070

Belm, Dan
Family Day Care Handbook. Fifth Edition.
SPONS. AGENCY- Ford Foundation, New York, NY.; American Express Foundation, New York, NY.; Pacific Telesis Foundation, San Francisco, CA.; Bank of America NT & SA, San Francisco, CA.; Smith Richardson Foundation, Inc., Greensboro, NC.; Chevron, U.S.A. Inc., San Francisco, CA. Chevron School Broadcast.; James G. Irvine Foundation, San Francisco, CA.; David and Lucile Packard Foundation, Los Altos, CA.; GTE Lenkurt, San Carlos, CA.; Department of Health and Human Services, Washington, DC.
PUB DATE- 93
NOTE- 405p.; Additional funding provided by Meryn's Wells Fargo Foundation, Pacific Gas and Electric Company, California Community Foundation, and the State of California.
LANGUAGE- English
EDRS Price- MF01/PC17 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Caregiver Child Relationship; Child Caregivers; Child Health; Day Care; Early Childhood Education; *Family Day Care; Instructional Materials; Nutrition; Parent Materials; Safety; *Spanish Speaking; Training Methods
IDENTIFIERS- California Child Care Initiative; *Caregiver Training; Parent Caregiver Relationship

The California Child Care Initiative is a collaborative program with the objective of increasing the supply of licensed quality child care in the state to better meet demand. This handbook provides family child care providers with guidance in implementing and maintaining a family daycare operation. The handbook provides articles, sample forms and worksheets, and handouts in the following areas: (1) "Getting Started," including self evaluation, state licensing, and leasing, zoning, and handicapped accessibility restrictions; (2) "The Business of Family Day Care," including setting fees, business planning and bookkeeping, liability insurance, working with an assistant or substitute, and professionalism; (3) "Working with Parents," including interview and trial period, what a parent expects from a provider, and contracts; (4) "Health and Safety," including fire and earthquake safety, hygiene, common childhood and contagious illness, first aid, HIV, and disabilities and special needs; (5) "Food and Nutrition," including planning menus, feeding infants, choking, food allergies, nutrition education, and snacks; (6) "Working with Children," including developmental characteristics, sexuality, school-age children, play, arranging space, toys and equipment, movement, science field trips, toilet training, and television; and (7) "Further Resources," including family day care

LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Environment; *Creative Activities; Creative Art; *Creative Development; Creative Dramatics; *Creative Thinking; *Creativity; Creativity Research; Divergent Thinking; Early Childhood Education; Enrichment Activities; Self Expression; Teacher Role; *Teaching Methods
IDENTIFIERS- Creative Play

This paper discusses creativity in young children and what teachers can do to support and promote it. Topics addressed in the paper include: (1) teacher interest in promoting creativity; (2) defining creativity; (3) creativity in the socioemotional domain; (4) the relationship between creativity and empathy for others; (4) bibliotherapy; (5) learning the secrets of promoting divergent thinking; (6) encouraging child cooperation to create a climate for creativity; (7) sharpening children's verbal tools; (8) humor to promote divergent thinking; (9) enlisting curricular components to engage children's creativity (such as music, art work, dance, drama, puppetry, and movement); (10) creating classroom time for imagination games; (11) how a strong knowledge base undergirds creativity; (12) how creative scenarios may serve children's deeper psychological needs; (13) imaginary parties to create a happy indoor climate during severe winters; (14) promoting poetry to prominence in the classroom; (15) celebrating creative writing; (16) classroom arrangements that enhance child creativity (such as dramatic play spaces); (17) power relations in the classroom that affect creativity; (18) other experiential domains where teachers can encourage creativity (including collections); (19) decreasing "consumer gimmees" through emphasis on creativity; (20) partnering with parents to enrich creativity in children's lives; (21) the connections between creativity and mental health in early childhood; (22) the directions of creativity research, practice, and policy in the next decade; and (23) promoting creativity in society (including gender and creativity, the importance of fairy tales, and creative activities as buffers against stress). (Contains 66 references.) (EV)

ED 442 549 PS 028 588

Moss, Peter
Workforce Issues in Early Childhood Education and Care.
PUB DATE- 00
NOTE- 56p.; Paper presented at the Consultative Meeting on International Developments in Early Childhood Education and Care (New York, NY, May 11-12, 2000).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Care Occupations; Child Caregivers; Day Care; *Early Childhood Education; Foreign Countries; Labor Force; *Labor Force Development; National Programs; *National Surveys; Policy Analysis; Staff Role; Training
IDENTIFIERS- Caregiver Training; Day Care Quality; European Union

This paper addresses, in two parts, some issues in the staffing of early childhood services. Taking an international perspective, the first part of the paper discusses: (1) the

PUB DATE- 00
NOTE- 93p.; Master of Arts Action Research Project, Saint Xavier University and SkyLight Professional Development.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Action Research; Behavior Change; Behavior Problems; *Conflict Resolution; Cooperative Learning; *Interpersonal Competence; Kindergarten; *Kindergarten Children; Language Acquisition; Prevention; Primary Education; Program Effectiveness; Program Evaluation; Violence

This action research project implemented and evaluated a program for enhancing students' social skills in order to increase their ability to work cooperatively and to resolve conflict. The targeted population consisted of kindergarten students in a lower income urban school, located in a medium-sized Midwestern city. The problem of insufficient social skills was evident from teacher observations and the frequent need for adult mediation. Analysis of probable cause data revealed several contributing factors, including frequent exposure to violence and lack of role models for resolving conflict. Faculty also reported insufficient language experiences and opportunities to interact socially with others prior to entering kindergarten. A review of solution strategies suggested by professional sources and educational literature resulted in the selection of 3 interventions over a 4-month period: explicit teaching of social skills, the use of a violence prevention program, and the application of cooperative learning strategies. Post-intervention data indicated an increase in students' social skills, ability to work cooperatively, and ability to resolve conflicts. (Seven appendices include a teacher observation chart and student and parent surveys. Contains 47 references.) (Author/HTH)

ED 442 568 PS 028 658

Cheng, Karen O.
Review of the Literature Regarding the Short- and Long-Term Consequences of Corporal Punishment on Children.
PUB DATE- 00
NOTE- 65p.; Doctoral Research Paper, Biola University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adolescents; Aggression; *Behavior Problems; *Child Behavior; Children; *Corporal Punishment; Cultural Influences; Discipline; *Family Environment; Parent Child Relationship; Research Needs; Research Problems; Toddlers
IDENTIFIERS- Disciplinary Styles

Controversies continue regarding the effects of corporal punishment on children. Research has demonstrated an association between levels of corporal punishment and negative outcome behaviors such as aggression and other mental health problems. However, most of these studies have been cross-sectional and correlational in design, thereby precluding causal inferences. A more comprehensive understanding of the effects of corporal punishment requires taking into account the context of discipline and parent-child relationships, the influence of child and parent characteristics, as well as the cultural context in which corporal punishment takes place. This review of the literature addresses these issues as well as examining the current state of research, methodology, and issues of causality, and implications for parent education and describing the development of a program-based approach at a state high school and the subsequent evolution of a more holistic agenda for local feeder schools, efforts to change the entrenched rugby culture at a high school, a primary school father involvement program, a primary level father and child camp program, and the use of negotiation programs to change school culture. The July 1999 issue contains articles on: identifying depression in boys; using community volunteers to improve learning outcomes for boys; features of women's leadership with boys; working with indigenous boys; and rebuilding the school atmosphere after a suicide. The October 1999 issue includes articles on a mentoring program to address boys' anger, ideas about masculinity, rites of passage to manhood, a high school program in which boys run an on-site business, a high school creative-arts-based initiative, and an assessment of a Year 8 boys program. The December 1999 issue focuses on boys' physical and social involvement and contains articles describing initiatives that engage boys either physically or through making decisions about their school, including a game program, a program in which boys uphold positive values on the playground, and the use of self-defense for training in communication skills and social development. (KB)

ED 442 586 PS 028 686

A Call to Commitment: Fathers' Involvement in Children's Learning.
SPONS. AGENCY- Partnership for Family Involvement in Education (ED), Washington, DC.
PUB DATE- 00
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Achievement; Change Strategies; Early Childhood Education; Elementary Secondary Education; Family Environment; *Fathers; *Outreach Programs; *Parent Participation; Parent Role; *Parent School Relationship; *Parent Student Relationship; Parents as Teachers; Volunteers

New research shows that the involvement of both mothers and fathers is important to children's education. Recognizing that promoting fathers' involvement depends greatly on the knowledge, attitudes, and skills of the teachers, administrators, child care providers, and social support staff, this report is designed to inform, promote, and celebrate fathers' increased participation in children's learning. Section 1 of the report describes research on the benefits of family involvement and includes a discussion of how father's involvement in learning contributes to student educational success. Section 2 provides a discussion of strategies for improving and extending fathers' involvement in their children's education, whether or not they reside with the child. Section 3 provides examples of programs that involve fathers in children's learning and their practices. A comprehensive list of organizations and Internet resources is appended. Includes a fact sheet on the Partnership for Family Involvement in Education. (Contains 20 references.) (HTH)

ED 442 587 PS 028 689

KANSAS KIDS COUNT Data Book, 2000: Kansas Children at Risk.

ED 442 604 RC 022 491

Leue, Mary M., Ed.
Challenging the Giant, Volume IV: The Best of SKOLE, the Journal of Alternative Education.
PUB DATE- 00
NOTE- 498p.; For previous volumes, see ED 356 930, ED 367 519, and ED 438 989.
LANGUAGE- English
EDRS Price- MF02/PC20 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Book Reviews; Community Schools; Conferences; *Educational Philosophy; *Educational Practices; Elementary Secondary Education; *Free Schools; Higher Education; Interviews; *Learner Controlled Instruction; *Nontraditional Education; Public Education; Small Schools
IDENTIFIERS- Sense of Community

This book compiles articles, interviews, student writings, and other offerings first published in SKOLE, the Journal of Alternative Education, 1995-99. Sections include: (1) talking about education (seven interviews on the foundations of learning, the Modern School movement, educational philosophy at the Albany Free School, life at a Japanese free school, child rearing, holistic education, home schooling, and vouchers); (2) schools and school people (descriptions of free schools and community schools); (3) teaching and learning (democratic education, alternative school in Russia, lifelong learning, encouraging creativity, discipline, and teacher "professionalism"); (4) school as community as school; (5) history and character of innovative education; (6) reports on alternative education conferences; (7) teaching and learning in higher education; (8) social change and commentary; (9) educational alternatives in many forms; (10) the plight of our children (overuse of Ritalin); (11) book reviews; (12) studies of Japanese education and full inclusion; and (13) humor. (SV)

ED 442 605 RC 022 492

Kids, Crops, & Critters in the Classroom: An Agricultural Literacy Resource Guide for Grades K-3.
PUB DATE- 00
NOTE- 304p.; Funding provided by the Illinois Agricultural Association Foundation. For the grades 4-6 guide, see RC 033 493.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Agribusiness; *Agricultural Education; *Agriculture; Career Awareness; Environmental Education; Farm Occupations; Farmers; Field Crops; *Food; Lesson Plans; Livestock; Primary Education; *Rural Education; Teaching Guides
IDENTIFIERS- Farm Bureau; *Illinois

This resource guide provides teachers of grades K-3 with ideas and materials to integrate agricultural concepts into classroom activities. The guide is organized into six categories: math, science, language arts, social studies, fine arts, and health/nutrition/safety. Each of the categories contains 10 lessons organized in the following topic order: agribusiness, production agriculture, product technology, food processing, environmental science, horticulture, agriculture mechanics, agriculture economics, agriculture careers, and Illinois agriculture and general agriculture. Each lesson has been a doctorate, in the field of Technological Innovation and Industrial Organization of the Production Engineering Program of the Engineering Programs Coordination (COPPE) of the Federal University of Rio de Janeiro (UFRJ), under the orientation of Professor Ricardo Naveiro. The experiments were structured beginning with, among other factors, the verification of the students demotivation for the study of such disciplines, linked to great difficulty in the learning process of the same. One reason for this situation is the students' difficulties in concretely understanding the practical application of those disciplines. The obtained results have demonstrated a radical change in the students' view of basic disciplines of graphic representation and have beneficially influenced the motivation for the study of those disciplines. Besides that, the student begins to have a realistic perception of the chosen habilitation right in the initial terms of the course, which would only happen before with the "engineering applied disciplines" or the so-called "professionalizing cycle" which are ministered in the second half of the course. (Contains 20 references.) (Author/CCM)

ED 442 625 SE 063 513

Salzmann, C.; Latchman, H. A.; Gillet, D.; Crisalle, O. D.
Requirements for Real-Time Laboratory Experimentation over the Internet.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 98
NOTE- 10p.; Also supported by the Fonds National Suisse under grant number SPP-1CS 5003-045347.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computer Science Education; Computer Uses in Education; Distance Education; Higher Education; *Internet; *Laboratory Experiments; Science Instruction; Teaching Methods; *Technology; World Wide Web

A prototype system based on an inverted pendulum is used to study the Quality of Service and discuss requirements of remote-experimentation systems utilized for carrying out control engineering experiments over the Internet. This class of applications involves the transmission over the network of a variety of data types with their own peculiar Quality of Service requirement. These data types include video and audio images from the process environment, signal traces related to the acquired measurements, control instructions sent to the process actuators, and other information concerning the states of the process. The set up includes a physical system (an inverted pendulum) as well as a local server fitted with a video camera, data acquisition boards, and network connectivity that permits interactions with remotely located clients. This paper discusses relevant issues of the design and presents a paradigm for operation based on a client-server configuration and a standard/master-client mode of service. The information streams involved in the process are classified in four groups of different transmission priorities, namely, a parameter stream, a data stream, an administrative stream, and an audio/video stream. This paper analyzes the performance and requirements of the system based on the results of transatlantic tests. The results of the analysis show that real-time remote-control experimentation over the Internet is in fact a new kind of network application featuring its own requirements that are different from those of related a response? Who should be asked the next question? Will the students be in groups for this activity or do it alone? While many science educators have clear visions of strategies they should employ in science classrooms, the reality does not always fit their vision. This paper suggests that focus on the nature of science, process skills, and integrated teaching methods will increase the confidence of new teachers. In addition, it will develop an effective strategy that supports new elementary teachers' science instruction. (Contains 19 references.) (CCM)

ED 442 649 SE 063 642

McGinnis, J. Randy; Roth-McDuffie, Amy; Parker, Carolyn
Making Connections between Science and Mathematics in a Science Methods Course: Assertions and Reflections of the Participants.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 99
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Education; Higher Education; *Knowledge Base for Teaching; *Preservice Teacher Education; Science Instruction; *Science Teachers; *Teacher Attitudes; Teaching Methods

This study questioned whether there is a difference between Maryland Collaborative for Teacher Preparation (MCTP) teacher candidates and non-MCTP teacher candidates in the science content knowledge, beliefs, and perceptions they bring to their science classes, and in whether they complete the science methods course in their teacher education program. The study evaluated student teachers according to content preparedness to teach elementary students, their vision of an appropriate science learning environment for elementary students, and the rationale for and intent to make connections between science and mathematics in elementary education. (Contains 11 references.) (YDS)

ED 442 650 SE 063 648

Pringle, Rebecca L.; Dickinson, Valarie L.
Classroom Learning Activities That Generate the Most Participation in Middle School Science.
PUB DATE- 00
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cooperative Learning; *Instructional Effectiveness; Middle Schools; *Science Activities; Science Education; Student Behavior; Student Characteristics; *Student Motivation; *Student Participation; Teaching Methods

A common and frustrating problem for most teachers is that despite sincere attempts to meet the needs of all students, many students elect not to participate in classroom learning activities. The purpose of this study was to ascertain whether one type of learning activity generates more participation among middle school science students, especially those students who are normally non-participatory. Findings indicate that the highest percentage of participation among target students occurred in those activities that took place within a cooperative learning or whole class environment. (Contains 13 references.) (WRM)

(Contains 17 references.) (Author/ASK)

ED 442 675 SE 063 817

McGinnis, J. Randy; Parker, Carolyn; Graeber, Anna O.
An Examination of the Enculturation of Five Reform-Prepared New Specialist Teachers of Mathematics and Science.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 00
NOTE- 53p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Teachers; Case Studies; *Cultural Influences; Elementary Secondary Education; *Mathematics Instruction; Mathematics Teachers

This study's purpose was to present a detailed description and interpretation of what happens to new teachers in schools who are prepared to enact reform-based practices in mathematics and science. The focus was on a select sample of graduates from the Maryland Collaborative for Teacher Preparation MCTP , a statewide reform-based undergraduate teacher preparation program supported by National Science Foundation funding. A case study methodology was used (first year, N=5; second year, N=3). Differential experiences and perceptions of and by new specialist teachers of mathematics were documented. Analysis was based on a teacher socialization framework as suggested by S. Veenman. Discussion centered on the enculturation of the teachers into an extant teaching culture (school district and school). Insights were framed in two components: (1) the individual's intentions, needs, and capabilities; and (2) the institutional demands, supports and constraints. A major finding was that the new teachers' school cultures were a major factor in whether reform-aligned mathematics and science teaching was regularly implemented by the new teachers. In addition, the new teachers' perceptions of their school cultures' lack of support of their intent to implement reform-based practices prompted differing social strategies by the new teachers (resistance, moving on, and exit). If these findings are supported by future research, then in order to enact reform and to retain new reform-prepared teachers in schools, more attention needs to be placed on how to foster supportive, reform-oriented school cultures. (Contains 36 references.) (Author/ASK)

ED 442 676 SE 063 818

Mewborn, Denise S.
Changing Actions vs. Changing Beliefs: What Is the Goal of Mathematics Teacher Education?
PUB DATE- 00
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April, 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Change; Higher Education; Intermediate Grades; Mathematics Teachers; *Preservice Teacher Education; *Student Teacher Attitudes

G. Beall); (3) "The Politics of Development of Malaysia: A Five Week Course Segment for an Undergraduate Course on Politics in Developing Areas" (George P. Brown); (4) "Patterns of Urban Geography: A Comparison of Cities in Southeast Asia and the United States" (Robert J. Czerniak); (5) "The Domestic and Foreign Effects of the Politics of Modernization in Malaysia" (Henry D. Fearnley); (6) "Colonialism, Racial Diversity and Income Inequalities in Malaysia" (Baher Ghosheh); (7) "West Meets East in Malaysia and Singapore" (Kathryn A. Megyeri); (8) "Managing Cultural Diversity: Reflections on Multiculturalism in Malaysia" (Digambar Mishra); (9) "The Education of the Artist in Malaysia: A Survey of Tertiary Level Programs in Art and Design, and Resources on Cultural Policy" (James F. Morris); (10) "Culture and Child Development Lessons from Malaysia" (Susan G. Nummedal); (11) "Malaysia and Singapore: The Politics of Diversity" (Joseph L. Overton); (12) "Reading around Singapore" (Constance G. Pappas); (13) "West Meets East in Selected Literature of Malaysia and Singapore: An Annotated Bibliography of Malaysian and Singaporean Literature Written in English for Teachers of South East Asian Literature and Culture" (Pearlie M. Peters); (14) "The Asian World Project: An Instructional Model for Asian Studies and World Feast Celebrations for the North Carolina School of Science and Mathematics" (Jane Craver Shlensky); and (15) "West Meets East in Malaysia and Singapore" (Genevieve R. Thompson). (BT)

ED 442 699 SO 031 682

Hobbs-Olson, Laurie
Life on an Island: Early Settlers off the Rock Bound Coast of Maine. Teaching with Historic Places.
PUB DATE- 00
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Field Trips; Historic Sites; *Land Settlement; *Local History; Primary Sources; Secondary Education; Social Studies; Student Educational Objectives; *United States History
IDENTIFIERS- Acadia National Park ME; *Maine; National Register of Historic Places

This lesson, based on National Register of Historic Places files, describes early settlers' lives on some of the approximately 5,000 islands off the coast of Maine. During the mid-18th century many of these islands began to be inhabited by settlers eager to take advantage of this interface between land and sea. The lesson discusses the Blue Duck Ships' Store and the Islesford Historical Museum, both located on Little Cranberry Island, two-and-one-half miles by boat from Mount Desert Island, and both part of Acadia National Park. The lesson could be used in units on the settlement of northern New England or on life in the early national period. It can help students strengthen their skills of observation, research, and analysis of a variety of sources. The lesson provides background information about the site and lists objectives for students and materials needed. The unit is divided into these sections: "Locating the Site: Maps" (Maine; Mount Desert and neighboring islands); "Determining the Facts: Readings" (The Hadlocks, a Seafaring Family of Maine; Samuel Hadlock VI's Ledger with transcript ; Edwin Hadlock's Journal with transcript ; The Gilleys of Baker Island; The Lighthouse Letter); "Visual Evidence: Images" (Little Cranberry Island, 1870; Little Cranberry Island, 1880s); "Putting It All Together: Activities"

IDENTIFIERS- Change Analysis

This paper defines a number of different segments in educational change processes: the internal, the external, and the personal. As a form of introduction, the paper reviews the patterns of educational coalition in the second half of the 20th century. For conceptualizing curriculum change in the 1970s, a model is developed that scrutinized the "internal affairs" of change and set this against the "external relations" of change. For instance, in looking at the subject-centered curriculum in secondary schools, the paper argues that school subjects passed through four stages as new changes were initiated: (1) invention or change formulation; (2) promotion or change implementation; (3) legislation or change policy establishment; and (4) mythologization or permanent change. Until the 1970s, change theory focused mostly upon the internally generated changes formulated and promoted by educator groups. Given the changing patterns of globalization and control that have intensified since 1989, the paper revisits this assumption and analyzes what patterns of educational change now prevail. And given the "changing conditions of change," a reformulated change model emerges in the paper in the following tentative form: change formulation; change promotion; change legislation; and change establishment. The paper contends that change models are required that systematically seek to integrate internal, external, and personal sectors in new "chains of change." It then tentatively defines such a model of change. (Contains 13 references.) (BT)

ED 442 719 SO 031 876

Paxton, Richard J.

The Effects of a Visible Author on High School Students Solving Historical Problems.

PUB DATE- 00

NOTE- 76p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Comparative Analysis; Discourse Analysis; *High School Students; High Schools; Historiography; History Textbooks; Prior Learning; *Problem Solving; Protocol Analysis; *Reader Text Relationship; Social Studies; *World History

IDENTIFIERS- Anonymous Attribution; *Narrative Text; *Voice (Rhetoric); Writing Contexts

A study explored the way various levels of narrative voice in historical texts influence high school students as they carry out a common historical problem-solving task. Participants, 30 students in a suburban Seattle (Washington) high school, wrote a historical essay after reading an introductory text excerpt and six historical documents. Half of the students began the task by reading an excerpt from a popular high school world history textbook with an anonymous author writing in the third person and revealing little about personal opinions, perspectives, or information about historical epistemology. The other half began by reading a text that had the same primary historical information but featured a visible author who wrote in the first person and revealing beliefs, perspectives and information regarding historical epistemology. A pretest gauged students' prior knowledge of Caesar and his assassination, and six were selected to think-aloud through the entire task. All participants used a packet of historical documents examining students in England, France, and Denmark, and from individual and group interviews with a smaller sample of students in each country. The paper draws upon a socio-cultural perspective that emphasizes the context in which learning occurs. Student perspectives on the purpose of schooling and learning and on the teaching they receive are examined, and the "constants" and "contexts" of student experience in the three countries are discussed. (Contains 8 figures, 6 tables, and a 37-item bibliography.) (Author/BT)

ED 442 738 SO 031 928

Butler, Susan McAleenan
Quality Problem-Based Learning Experiences for Students: Design Deliberations among Teachers from Diverse Disciplines.
PUB DATE- 00
NOTE- 44p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Constructivism (Learning); *Curriculum Design; *Curriculum Development; Educational Research; Graduate Study; Higher Education; *Problem Based Learning; Qualitative Research; *Scoring Rubrics; Teacher Education
IDENTIFIERS- Dialectical Reasoning

This qualitative study, investigating the claims, concerns, and issues arising within the design stages of problem-based learning (PBL) curriculum units, was conducted during two masters-level classes during the summer of 1999. A hermeneutic dialectic discourse among veteran teachers (who were novice PBL curriculum designers) was facilitated by the instructor of the course. The 17 participating teachers evinced an interest in implementing problem-based learning but indicated a desire for support during construction of the actual units. The study was undertaken to uncover impediments to quality in the PBL curriculum design process. Findings from the study data include the "quality" criteria incorporated into the rubrics for evaluating each design product (the meet the problem document, a curriculum alignment description, a sample know/need to know board, a sample problem statement, an anticipated problem map, a list of coaching questions, a resource list, a comparison of alternative solutions, a capstone performance description, an assessment instrument for the capstone performance, and a debriefing instrument) and the final Critiquing Guide designed by the stakeholders. Other conclusions within the study include such teacher perceptions as: confidence that teachers who had no previous training in PBL could create quality curriculum units; several design products had overlapping quality criteria; students in the class gained knowledge of rubric design; and these students were able to articulate reasons for implementing rubric design in their own classrooms. (Contains 11 references. Appended are rubrics and the Critiquing Guide.) (BT)

ED 442 739 SO 032 052

Shiroma, Deanne
Using Primary Sources on the Internet To Teach and Learn History. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

Education (ED), Washington, DC.
PUB DATE- 00
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000). Supported in part by the Massachusetts Eisenhower Higher Education Development Program.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Constructivism (Learning); Education; Elementary Secondary Education; Higher Education; *Mathematics Education; *Paraprofessional School Personnel; Preservice Teacher Education; *Science Education; *Student Teacher Attitudes; Student Teachers; *Teaching Methods

This study involved a longitudinal examination of a program designed for paraeducators enrolled in an Urban Preservice Degree Articulation in Teacher Education (UPDATE) program. During the first year, 16 paraeducators successfully completed a series of mathematics courses taught using constructivist instructional methods. These user-friendly mathematics courses offered at a community college through the UPDATE program in 1998 had a positive impact on paraeducators' attitudes toward mathematics. In 1999, during the second year of the program, 14 of the same paraeducators enrolled in an introductory biology course taught using traditional methods (lectures and notetaking). Researchers administered two quantitative surveys, an attitudinal survey, and an instructional strategy survey, and conducted a focus group. Pre- and post-intervention scores on the attitudinal survey were analyzed for any significant change in paraeducators' attitudes toward science. The instructional survey was also administered at the end of the course to collect information about teaching methods used and to learn how these methods impacted learning. Data from the surveys and focus group suggested that use of traditional instructional methods had a negative impact on paraeducators' attitudes toward teaching and learning science. (Contains 33 bibliographic references.) (SM)

ED 442 759   SP 039 285

Hansen, David T.
Cultivating an Intellectual and Moral Sensibility as Teacher.
PUB DATE- 00
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Higher Education; *Moral Values; Preservice Teacher Education; *Teacher Attitudes; *Teacher Influence

This paper discusses the importance of teachers' intellectual and moral sensibility in informing their presence in the classroom, examining the dimensions of an intellectual and moral sensibility and noting how to bring together the terms sense and sensibility. The notion of an intellectual and moral sensibility brings reason and emotion together. The idea of sensibility underlines the importance of the way in which teachers think and act, rather than solely what they say or do.

coherence (understanding the rationale), (2) learning (placing learning at the center of practice), (3) dialogue (establishing a dialogue), (4) reflection (developing reflective practice), and (5) improving student learning (taking action). This publication presents tools and activities for each of the five areas. An appendix offers tools and strategies for facilitation, a bibliography of material to develop understanding about issues of coherence, and masters for cards used in designated activities. (Contains 20 resources.) (SM)

ED 442 779 SP 039 309

Sparks, Dennis; Hirsh, Stephanie
A National Plan for Improving Professional Development.
PUB DATE- 00
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; Educational Improvement; Elementary Secondary Education; *Faculty Development; Federal Government; *Inservice Teacher Education; Local Government; State Government; Teacher Collaboration; *Teacher Improvement

To improve American education, there must be improved ongoing professional development for teachers and a national plan for helping teachers fulfill their untapped potential. Research shows that quality professional development can improve student achievement. Teachers report that professional development improves their teaching. Despite this, the American school system fails to provide sufficient professional development for teachers. There must be a national plan to direct staff development dollars and teacher time for learning. This plan would evaluate staff development and ensure that quality programs and strategies are encouraged to grow. The National Staff Development Council's set of standards and guidelines for staff development includes: set clear, high standards for learning for all students; hold superintendents, principals, and teachers accountable; invest in teacher learning; review school improvement plans; involve all teachers in continuous, intellectually rigorous study of what and how they teach; embed opportunities for professional learning and collaboration into the school day; provide teachers with classroom assessment and action research skills; and recognize the importance of skillful school and district leaders. This booklet describes what is needed at the national level, state, and local levels, providing models that show what professional development should be to transform education and explaining how to actually make this change. (Contains 22 references.) (SM)

ED 442 780 SP 039 310

Directory of Approved Programs for the Preparation of Educational Personnel in Illinois Institutions of Higher Education. Volume XXII.
PUB DATE- 99
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Administrator Education; *Alternative Teacher Certification; Bilingual Education; Early Childhood Education; Elementary Secondary Education; Higher Education; Nontraditional Students; *Preservice Teacher Education; Special

managing the classroom. Academic and nonacademic support services are provided to participants as needed. Program evaluation indicates that it has strong support services; useful seminars; collaborative college-school relationships; institutional support; staff commitment; and a good reputation. Results suggest that preparing paraprofessionals as teachers for urban classrooms is one way to increase teacher diversity. (Contains 22 references.) (SM)

ED 442 799 TM 031 216

Washington, Wanda
Optional Extended Year Program. FEEDBACK.
PUB DATE- 00
NOTE- 6p.; For the evaluation of the 1997-1998 school year program, see ED 428 107.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Elementary Education; *Elementary School Students; Elementary School Teachers; Extended School Day; *Extended School Year; *Grade Repetition; Mathematics Achievement; *Middle School Students; Middle Schools; Program Evaluation; Reading Achievement; *Time Factors (Learning)
IDENTIFIERS- *Austin Independent School District TX

The Optional Extended Year (OEY) program was initiated in Texas in 1995 and was first implemented in the Austin Independent School District (AISD) in 1996. The OEY is designed to add an extended school year and reduce student retention through four school-day options: (1) extended day; (2) extended week; (3) intersessions for year-round schools; and (4) summer school. Participating schools have latitude in the type of student support that is offered, and the faculty and administration of each school select their own methods of monitoring student performance. In 1998-1999 65 schools (50 elementary and 15 middle schools) offered OEY programs attended by 4,380 students. Retention rates for OEY students increased that year, a fact that is partially explained by an increase in program participation and a change in the OEY promotion policy. Results from the Texas Assessment of Academic Skills (TAAS) suggest that the OEY extended week program is particularly successful with middle school students, but no similar pattern could be determined for elementary schools. Overall, however, middle school students who participated in OEY had lower TAAS passing rates than elementary school students. It is suggested that administrators study objective-level TAAS data for program participants when planning future OEY opportunities. (SLD)

ED 442 800 TM 031 217

Koehler, Holly
ExceL through Innovation. Evaluation Report, 1998-99.
PUB DATE- 00
NOTE- 111p.; For the 1997-98 report, see ED 428 129.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Educational Innovation; Elementary Education; *Elementary School Students; Literacy; Mathematics; Parent Participation; *Principals; Program Effectiveness; Program Evaluation; Reading
IDENTIFIERS- *Austin Independent School District TX; Texas

81 undergraduate students in an introductory statistics course. The majority (85%) of the participants were female students enrolled in education, sociology, psychology, and arts programs at a major university in Israel. The results indicate that the most frequently detected errors were confusing concepts, misinterpreting descriptive information, applying inappropriate procedures, and applying partial information. Analyses reveal that potential sources of students' errors include assimilation of statistical concepts into inappropriate schema, failure to use knowledge sources, and lack of ability to relate and combine knowledge from different sources. Suggestions for further research are also provided. (Contains 1 figure, 1 table, and 22 references.) (Author/SLD)

ED 442 821 TM 031 241

Walker, Cindy M.; Beretvas, S. Natasha
Using Multidimensional versus Unidimensional Ability Estimates To Determine Student Proficiency in Mathematics.
PUB DATE- 00
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Ability; *Elementary School Students; Intermediate Grades; *Junior High School Students; Junior High Schools; *Mathematics Achievement; Mathematics Tests; State Programs; Test Items; Testing Programs
IDENTIFIERS- *Item Dimensionality; *Mathematical Communication; Multidimensionality (Tests); Unidimensionality (Tests)

The primary objective of this research was to examine the effect of scoring items known to be multidimensional using a unidimensional model. Although several simulation studies have examined this, few studies have been conducted using data obtained from actual test administrations. In this study, open-ended mathematics items from a mandated state test, previously shown to function differentially in favor of proficient writers, were hypothesized to be multidimensional. (Data were obtained from 65,333 fourth graders and 65,279 seventh graders taking the state mathematics tests.) Only these items comprised the second dimension, considered to be mathematical communication, while all of the mathematics items defined both the unidimensional model and the first factor of the multidimensional model, considered to be general mathematical ability. The pattern of examinee placement into four different proficiency level classifications, previously determined using the bookmark standard setting procedure, was compared for both the unidimensional model and the first dimension of the multidimensional model. The majority of examinees placed into different levels was placed into higher levels of proficiency by the multidimensional model. Further analyses indicated that the average level of mathematical communication differed for examinees placed into different levels by the two models. Examinees with higher estimates of mathematical communication tended to be placed into a higher proficiency level, while those with lower estimates of mathematical communication tended to be placed into lower proficiency levels by the unidimensional model. (Contains 8 tables and 16 references.) (Author/SLD) to Phase I contains the teacher surveys. (Contains 20 tables and 60 references.) (SLD)

ED 442 841 TM 031 261

Lemire, David
Nontraditional Intelligence Testing: Samples of Humorous Instruments.
PUB DATE- 00
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Evaluation Methods; *Humor; Intelligence; *Intelligence Tests

In keeping with a model of intelligence that identifies at least 12 intelligence "talents," formal and informal intelligence or talent assessments have been developed. This paper presents some of these informal instruments that can be used to assess convergent and divergent forms of intelligence. These nontraditional instruments have been designed to be enjoyable. Twelve tests are included. (SLD)

ED 442 842 TM 031 262

Samejima, Fumiko
Some Considerations for Eliminating Biases in Ability Estimation in Computerized Adaptive Testing.
PUB DATE- 98
NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Ability; *Adaptive Testing; *Estimation (Mathematics); Item Response Theory; *Nonparametric Statistics; *Statistical Bias

Item response theory (IRT) has been adapted as the theoretical foundation of computerized adaptive testing (CAT) for several decades. In applying IRT to CAT, there are certain considerations that are essential, and yet tend to be neglected. These essential issues are addressed in this paper, and then several ways of eliminating noise and bias in estimating the individual parameter, theta, of person "a" are proposed and discussed, so that accuracy and efficiency in ability estimation can be increased. The content validity of the ability dimension is emphasized, and the idea of core test items is proposed. Devices are suggested to eliminate noise from multiple-choice items by using the nonparametric estimation of operating characteristics effectively in pilot studies. The use of the normal ogive model is suggested instead of the three-parameter logistic model. It is further suggested that several graded response items be used at the beginning of the CAT to avoid the influence of bias and lack of information inherent in dichotomous response items. The Weighted Likelihood Estimate of T. Warm (1989) and its expanded form for general discrete responses are discussed as an effective method of eliminating bias in ability estimation, and the usefulness of Warm's weight function as a prior is discussed. Use of the

Educational Objectives; *Educational Theories; Elementary Secondary Education; *Heterogeneous Grouping; *Public Schools; *Team Teaching

The strengths and weaknesses of five highly publicized ideas in education are noted. The first is the idea of heterogeneous grouping. Advocates seem to think that there is no room for homogeneous grouping of students by ability, but both plans should be used because in society, individuals interact with others regardless of ability but they also seek peers for interaction. A second "scared cow" is cooperative learning. Frequent assessment and evaluation are required to ensure that cooperative learning works as it should. Team teaching is a third idea that bears scrutiny. Many human relations problems may surface in team teaching, and it is important to allow for individual differences among instructors. A fourth concept that requires scrutiny is that of measurably stated objectives. There are dangers in the rigidity of measurably stated objectives that may inhibit real learning and limit the focus of instruction. The final "sacred cow" is the notion of teaching everybody in the public schools. There are good reasons for excluding certain highly disruptive students from the regular classroom if their presence hampers the learning of other students. (SLD)

ED 442 863 TM 031 283

Osborne, Jason W.
Testing Stereotype Threat: Does Anxiety Explain Race and Sex Differences in Achievement?
PUB DATE- 00
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Anxiety; Females; *High School Seniors; High Schools; *Low Achievement; Males; Mathematics; Minority Groups; Performance Factors; *Racial Differences; *Sex Differences; *Stereotypes
IDENTIFIERS- High School and Beyond (NCES)

The stereotype threat theory of C. Steele (1992, 1997) attempts to explain the underperformance of minority students in academic domains and of women in mathematics. Steele asserts that situational self-relevance of negative group stereotypes in testing situations increases the anxiety these students experience, and that these differential anxiety levels explain performance differences. Research shows that manipulation of stereotype threat can affect academic performance. However, there has been little research testing whether anxiety does at least partially explain the relationship between race and achievement. The goal of this study was to examine whether anxiety will explain racial differences in academic performance and gender differences in mathematics performance in the context of a nationally representative sample of high school seniors. Data were drawn from the senior cohort data file of the High School and Beyond study, a cohort that initially consisted of 28,240 seniors from 1,015 schools. Partial mediation was observed, with anxiety explaining significant portions of the racial differences in academic performance. Anxiety also partially explained sex differences in mathematics achievement, although the effect sizes were very small. These results provide general support for Steele's stereotype threat

New Jersey, East Orange.; Lynde and Harry Bradley Foundation, Milwaukee, WI.; Joyce Foundation, Chicago, IL.; Rockefeller Foundation, New York, NY.
PUB DATE- 00
NOTE- 9p.; Additional support provided by the Stuart Foundation.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Behavior Problems; *Children; *Family Environment; Health; Low Income Groups; National Surveys; *Poverty; *Stress Variables
IDENTIFIERS- Access to Health Care

To assess the level of family stress that a child experiences, several questions from the National Survey of America's Families (NSAF) were combined to create a family stress index. The NSAF is a survey of more than 44,000 households representative of the United States as a whole and of 13 states, conducted as part of the Assessing the New Federalism project. The family stress index assigns one point for each of six stressful circumstances related to the inability to meet household expenses (including shelter and food), access to health care, and poor health. Children in families scoring two or higher on the index were categorized as living in stressful family environments. Findings indicate that half of children living in families with income below the federal poverty level also lived in stressful family environments. Thirty-five percent of children in families with incomes between 100 and 150% of the federal poverty level lived in stressful family environments. In contrast, just 1 child in 20 of those families with incomes over 3 times the federal poverty limit lived in stressful family environments. Levels of stress also vary by parents' education and by family structure. Children living in single-parent families or cohabiting families were more than twice as likely as those living in married couple families to live in stressful family environments. There are striking differences across the states in the proportion of children living in stressful family environments, ranging from a low of 15% in Wisconsin to a high of 30% in California. Overall, just over one in five children in the United States lives in a stressful family environment. Data suggest that children living in stressful family environments are nearly twice as likely to exhibit low levels of school engagement and are four times more likely to have high levels of behavioral and emotional problems. (Contains 1 table, 6 figures, and 16 references.) (SLD)

ED 442 884   UD 033 614

Moore, Kristin Anderson; Vandivere, Sharon; Ehrle, Jennifer
Turbulence and Child Well-Being. New Federalism: National Survey of America's Families. Series B, No. B-16. Assessing the New Federalism: An Urban Institute Program To Assess Changing Social Policies.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.; Kellogg Foundation, Battle Creek, MI.; Robert Wood Johnson Foundation, Princeton, NJ.; Henry J. Kaiser Family Foundation, Menlo Park, CA.; Ford Foundation, New York, NY.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Mott (C.S.) Foundation, Flint, MI.; David and Lucile Packard Foundation, Los Altos, CA.; McKnight Foundation, Minneapolis, MN.; Commonwealth Fund, New York, NY.; Weingart Foundation, Los Angeles, CA.; Fund for New Jersey, East Orange.; Lynde and Harry Bradley Foundation, Milwaukee, WI.; Joyce Foundation, Chicago, IL.; Rockefeller Foundation, New York, NY.

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adolescents; *Communication (Thought Transfer); Cultural Differences; *Drug Use; *Family Relationship; *Parents; Urban Youth

This first publication in the "Who's Raising the Family" series covers the critical issue of family communications and how parents and adolescents can talk and listen to each other about alcohol and other drugs (AOD). Communication between parents and children is crucial in preventing alcohol and other drug use. While peer relationships take on increasing importance as children enter their teen years, it remains true that what parents think matters, even to teenagers. This booklet suggests some ways to encourage conversation with adolescent children and emphasizes the importance of the example that parents set in the home. Communication styles vary with different cultures and types of family structure, but no matter what communication style the family uses, setting rules for the child and sharing expectations is critical. Research makes it clear that adolescents value guidance from parents on alcohol and other drugs, but the way that guidance is offered affects how effectively the message is heard. In addition to effective communication within the family, parents must extend communication to their children's friends and the parents of those friends. Active listening to teenagers takes practice, but an open and supportive relationship will help protect the adolescent from AOD. Thirteen resource organizations are listed for further information. (Contains 23 references.) (SLD)

ED 442 903 UD 033 645

Franklin, Diane, Ed.; Bankston, Karen, Ed.
Ties That Bind: Building and Maintaining Strong Parent-Child Relationships through Family Traditions and Rituals.
SPONS. AGENCY- Wisconsin State Dept. of Health and Family Services, Madison.
PUB DATE- 99
NOTE- 17p.; From "Who's Raising the Family?" one of a series published by Wisconsin Clearinghouse for Prevention Resources.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adolescents; *Cultural Maintenance; *Family Characteristics; *Parent Child Relationship; *Traditionalism
IDENTIFIERS- *Rituals

This booklet discusses the importance of family rituals as a way of staying connected to children as they move through adolescence. Family rituals give teens a sense of being part of a family that values its time together. Even something as simple as a family meal together can have great impact on maintaining a bond between parents and children. Another way to keep a family connected is to disconnect occasionally from electronic gadgets, including the television. Storytelling and celebrating cultural heritage are ways to foster a sense of family oneness. Five tips are given for creating family togetherness: (1) setting aside a family night; (2) scheduling regular get-togethers with the extended family; (3) creating unique family memories; (4) playing "remember when..."; and (5) taking time to listen. (Contains 18 references.) (SLD)

The Impact of Computers on Teacher Capacity, Attitudes, and Behaviors in Elementary Schools.
PUB DATE- 00
NOTE- 63p.; Paper presented at the Annual Meeting of the American Educational Research Association (AERA) (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Computer Uses in Education; *Educational Strategies; *Educational Technology; Elementary Education; Interviews; Observation; Questionnaires; Tables (Data); *Teacher Attitudes; Teacher Surveys; Teaching Methods
IDENTIFIERS- Access to Technology; *Technology Integration; Virginia

This paper reports on a computer initiative implemented by a metropolitan school district in Virginia. The initiative began in 1995 when the school district of 44,000 students funded 5 computers and a color printer for each elementary classroom in 34 schools. The goals of the initiative focused on: increasing student performance; addressing different learning styles; providing students with daily access to computers; increasing student proficiency with computers; and preparing students for the future. To accomplish these goals, teachers were required to acquire the capacity to integrate computers into their daily classroom lessons, and the school division needed to install and maintain the hardware and courseware required to support teacher efforts. Data were collected through classroom observations, teacher surveys, and focus group interviews. Data were then organized and analyzed to examine the impact of computers on teacher capacity to integrate computers into their instructional strategies, attitudes, and beliefs, and teacher instructional and work behaviors. The implementation of the initiative was evaluated in each of the three years since 1995 in order to provide information to the school district for use in planning, work tasks, and staff development. Teacher attitudes, ability, and instructional behaviors were sampled, as well as their perceptions of student motivation and performance due to the initiative. Student achievement was not reviewed until the third year of the study. A copy of the teacher questionnaire is appended. (Author/MES)

ED 442 470 IR 020 331

Khaneja, Gurvinder K.; Kaur, Amarjit
Electronic Fact Book: A Reality of Today.
PUB DATE- 00
NOTE- 13p.; Paper presented at the Annual Meeting of the American Education Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Authoring Aids (Programming); Computer Uses in Education; *Electronic Publishing; Higher Education; *Material Development; *School Statistics; *Statistical Data; *World Wide Web
IDENTIFIERS- *Institutional Factbooks; Union County College NJ; *Web Site Design; Web Sites

This paper on electronic fact books begins with a section that

IDENTIFIERS- *University of Wisconsin System; *Wisconsin Technical College System

This report presents the annual headcount statistics on students transferring from the University of Wisconsin (UW) to the Wisconsin Technical College System (WTCS) during 1997-98. This report includes: (1) a summary narrative description, with changes from the 1996-97 data; (2) technical colleges accepting UW credits; (3) demographic characteristics of transfer students; and (4) information on the total transfer of students into the WTCS from 1993-94 through 1997-98. This report presents data on the following topics: enrollment by technical college, age characteristics, gender characteristics, ethnicity characteristics, disability characteristics, and highest grade characteristics. The UW System transfers are the most numerous by far of students transferring into the technical colleges. From 1991-92 through 1997-98, the UW transfers were almost 48% of the seven-year total and more than twice as large as the next largest group (transfers among the technical colleges) that were 22%. The third largest were out-of-state transfers with 19% for the seven years; next-to-last were transfers from "other Wisconsin institutions" at 6%, and last were transfers from the Wisconsin Association of Independent Colleges and Universities with 5% of the total. (VWC)

ED 442 491 JC 000 414

WTCS Transfers to the University of Wisconsin System. Information on: Enrollment, Demographics, Outcomes, Conclusions. Joint Administrative Committee on Academic Programs.
PUB DATE- 98
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Demography; *Enrollment Trends; Higher Education; *Outcomes of Education; *State Colleges; State Universities; Technical Institutes; Transfer Programs; *Transfer Students
IDENTIFIERS- *University of Wisconsin System; *Wisconsin Technical College System

This document reports on enrollment, demographics, and outcomes for Wisconsin Technical College System (WTCS) transfers to the University of Wisconsin (UW) System. Enrollment Information presents findings on transfers within and into the UW System by year (1994-95 to 1997-98), illustrates the proportion of transfers within and into the UW System in the 1997-98 year by the type of sending institution, and shows the trend in WTCS transfers into the UW System (1991-92 to 1997-98). Demographic Information illustrates results for some demographic characteristics (WTCS and non-WTCS) of the fall 1997 cohort by student classification, full-time/part-time status based on first semester credit load, and age distribution. Outcome Information reports on average first semester GPA by type of transfer for fall 1995-fall 1997, average first year GPA by type of transfer for fall 1994-fall 1996, 5th year graduation and 6th year retention rates of WTCS transfer students, and combined 5th year graduation and 6th year retention rates for fall 1988-1991 transfer cohorts. WTCS transfers to the UW System have been increasing in recent years, both in absolute number and as a percent of all transfer students. Compared to other transfer students, WTCS students transfer in fewer credits, are older, and are more likely to enroll on a part-time basis. (VWC)

PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; *Educational Status Comparison; *Outcomes of Education; Participant Satisfaction; Program Evaluation; Student Educational Objectives; *Student Surveys; Two Year Colleges; *Vocational Education
IDENTIFIERS- *Cabrillo College CA

This document presents the 1999 annual follow-up survey by Cabrillo College (California), which explores the reasons students chose Cabrillo, why they left if they did not complete the program, their satisfaction with the program and ideas for improvements, and comparisons of employment and wage level between completers of a program and leavers, or those who did not complete a program. Over 60% of completers stated that their goal was to obtain a vocational degree as compared to 40% of leavers, who also stated a higher proportion of less specific goals such as self-enrichment. Completers may be more likely to be focused on obtaining a degree in one specific program. For instance, all the multi-program students were leavers. Leavers stated lack of time, finances, job changes, and personal matters were the top reasons for not continuing. Most respondents reported high satisfaction with all programs and were interested in taking more classes at Cabrillo. Computer and interpersonal skills were stated as most needed after leaving Cabrillo. Employment did not significantly differ by completion status. Completers in general earned higher incomes than did leavers. Completers are proportionately more likely to be working in their field than leavers, especially for the Dental Hygiene and Nursing Programs. (VWC)

ED 442 511 JC 000 437

Payne, William H., Jr.
Follow-Up Survey of PVCC Graduates of the Class of 1995-96. Research Report.
PUB DATE- 00
NOTE- 53p.; Cover title varies.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Graduates; *Community Colleges; *Educational Quality; Graduate Surveys; *Job Placement; Job Skills; Postsecondary Education; Student Attitudes; Transfer Students; Two Year Colleges
IDENTIFIERS- *Piedmont Virginia Community College

A follow-up survey was conducted of the Piedmont Virginia Community College (PVCC) graduates in summer term 1995, fall semester 1995, and spring semester 1996 to determine what jobs they had obtained, which schools they were attending, how much they earned, how satisfied they were with their employment or schooling, and what impact PVCC had upon their careers and education. Some of the major findings of the study are as follows: (1) an overwhelming majority of respondents (98.9%) indicated that they were satisfied with the quality of their academic programs at PVCC; (2) nearly nine out of ten respondents supported themselves through wage earnings while attending PVCC; (3) the mean grade point average of the 1995-96 graduates who transferred to postsecondary institutions was 3.32; (4) eight out of ten enrolled respondents indicated that the credits they earned at PVCC transferred as expected; (5) about 80% of survey respondents were employed at the time of the survey and around 82% of the employed respondents worked full time; and (6) about half of employed respondents felt that associations. (HTH)

ED 442 531 PS 025 129

Fielden, Frank, Ed.
Of Primary Interest Newsletter, 1993-1994.
PUB DATE- 94
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Beliefs; Class Organization; Constructivism (Learning); Cooperative Programs; Coordination; *Developmentally Appropriate Practices; *Educational Change; *Educational Improvement; Kindergarten; Newsletters; Performance Based Assessment; Portfolio Assessment; *Primary Education; Resource Materials; Student Evaluation; Teacher Attitudes; Young Children
IDENTIFIERS- Colorado; Project Head Start

These four newsletter issues provide information on current research and practice to early childhood professionals teaching in the primary grades in Colorado, focusing on education reform and developmentally appropriate practice. The first issue notes research supporting developmentally appropriate practice, describes Kentucky's primary school program, and announces resources for primary grade teachers. The second issue focuses on the use of portfolios for authentic assessments, and a doctoral study contrasting teacher beliefs and practice regarding developmentally appropriate teaching. The third issue explores linkages between Head Start and the primary grades, characteristics of appropriate primary classrooms, and constructivism in the classroom. The fourth issue examines the role of preschool professionals in advocating better elementary schools, notes a study of kindergarten teachers' beliefs, and announces a report by the technical planning group for Goal 1 of the National Education Goals--that all children will start school ready to learn. (KDFB)

ED 442 532 PS 025 887

Etter, Jeanne
Mediating Permanency Outcomes. Practice Manual and Parent Empowerment Workbooks .
SPONS. AGENCY- Department of Health and Human Services, Washington, DC.
PUB DATE- 97
NOTE- 103p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adopted Children; *Adoption; *Adoptive Parents; Caregiver Role; Caseworkers; *Child Rearing; Child Welfare; Guidance Personnel; Parent Attitudes; Parent Child Relationship; *Parent Counseling; Parent Education; Parent Participation; Parent Role; Parenting Skills; *Placement
IDENTIFIERS- Adoption Assistance; *Mediation; Mediation Techniques; Mediators; *Permanency Planning (Foster Care)

Based on an Oregon pilot project to explore alternatives to court termination of parental rights, the four Parent Empowerment workbooks and the Practice Manual which make up this set are intended to help caseworkers or mediators assist parents in structure of the early childhood workforce; (2) the social construction of the early childhood worker; (3) gender; (4) staff to child ratios; (5) processes of transition in the reform of staffing; (6) the relationship between the staffing of early childhood services and other services for children; and (7) family day care. This part concludes with a series of questions about the staffing of early childhood services, especially concerning training and education, and presents, as a basis for discussion, a set of targets for staffing drawn from a larger set of 40 "quality targets" produced by the European Commission Childcare Network, an expert group drawn from the European Union's member states. The second part of the paper consists of accounts of staffing in center-based early childhood services in six case countries. This part provides detailed material to illustrate the general points made in part one. The six countries selected for special attention are Denmark, France, New Zealand, Spain, Sweden, and the United Kingdom. They were selected because they illustrate most of the range of diversity outlined in part one, with the exception that five of the six have integrated responsibility for all early childhood services within one system and government department, while most countries continue to divide responsibility between education and welfare systems. (Contains 67 references.) (Author/EV)

ED 442 550 PS 028 591

Halle, Tamara; Le Menestrel, Suzanne
How Do Social, Economic, and Cultural Factors Influence Fathers' Involvement with Their Children? Child Trends Research Brief.
SPONS. AGENCY- John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Freddie Mac Foundation, McLean, VA.
PUB DATE- 99
NOTE- 5p.; Brief based on literature reviews also prepared by Angela Dungee Greene and Kristin A. Moore.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Child Rearing; Cultural Influences; Economic Factors; Ethnic Groups; *Family Structure; Father Attitudes; Fatherless Family; *Fathers; *Parent Child Relationship; Parent Influence; *Parent Participation; Parent Role; *Racial Differences; Social Influences; *Socioeconomic Influences

Noting that socioeconomic, ethnic, and cultural variations among fathers and differences in family structure may affect fathers' roles and their level of involvement with their children, this brief summarizes key research findings on the ways in which various factors influence fathers' involvement in children's lives. Regarding socioeconomic influences, indicators such as education level, income, and social class have been found to be linked to father involvement; for instance, fathers with higher levels of education are more accessible to and engaged with their school-age children. Bleak economic conditions may lead fathers to seek alternative ways to be involved with their children. Regarding racial and ethnic variations, research has revealed variations in the amount and type of father involvement based on the racial/ethnic background of the father; however, there are perhaps as many or more similarities as there are differences. Regarding family structure, research has not kept pace with changes in family structure and children's living arrangements. Research does indicate that stepfathers vary in how involved they are in their parenting roles; single custodial fathers vary in their parenting role; and fathers who live apart from their children are usually much future research. The review finds that the risk for negative and harmful consequences increases when corporal punishment is used in the context of a harsh, abusive, or dysfunctional parenting approach, and also when it continues to be the practice in older children and adults. Recent studies have begun to examine more closely the influence of culture on children's perceptions and interpretation of spanking and its subsequent effect on child behavior. Future research should examine the effects of physical punishment on a wide variety of other desirable and undesirable child outcomes. (Contains 48 references.) (Author/HTH)

ED 442 569 PS 028 660

State Profiles of Child Well-Being. KIDS COUNT Data Book, 2000.
PUB DATE- 00
NOTE- 393p.
LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *At Risk Persons; Birth Weight; Child Health; Child Welfare; *Children; Day Care; *Demography; Dropout Rate; Early Parenthood; Elementary Secondary Education; Employed Parents; Incidence; Mortality Rate; One Parent Family; Poverty; Preschool Education; *Social Indicators; *State Surveys; Statistical Surveys; Tables (Data); Trend Analysis; *Well Being; Youth Problems
IDENTIFIERS- *Indicators

This Kids Count report examines national and statewide trends in the well-being of the nation's children. The statistical portrait is based on 10 indicators of well-being: (1) percent of low birthweight babies; (2) infant mortality rate; (3) child death rate; (4) rate of teen deaths by accident, homicide, and suicide; (5) teen birth rate; (6) percent of teens who are high school dropouts; (7) percent of teens not attending school and not working; (8) percent of children living with parents who do not have full-time, year-round employment; (9) percent of children living in poverty; and (10) percent of families with children headed by a single parent. Among the findings, the report shows that between 1990 and 1997, all 50 states saw an increase in the percent of low birthweight babies. The percent of children in poverty and the percent of families with children headed by a single parent also increased nationally. The remaining seven indicators showed improvement or no change. The bulk of the report is comprised of national and state profiles. The national profiles include information on demographic change; economic characteristics; child health and education; child care indicators; juvenile justice; access to phones, computers, and the Internet; and trend data. State profiles include trend data and national rankings for each indicator. Three appendices provide standard scores and national rankings, multi-year trend data for Kids Count indicators, and multi-year national composite ranks. Definitions, data sources, and criteria for selecting indicators are included. (HTH)

ED 442 570 PS 028 661

Morrish, Ronald G.
Secrets of Discipline for Parents & Teachers: 12 Keys for Raising Responsible Children.
PUB DATE- 97
NOTE- 146p.

SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 00
NOTE- 341p.; For 1999 data book, see PS 028 445. Special thanks to Sprint.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; Birth Weight; Births to Single Women; Child Abuse; Child Health; Child Neglect; Child Welfare; *Children; *Counties; Day Care; Drinking; Drug Use; Early Parenthood; Elementary Secondary Education; High School Graduates; Immunization Programs; Infant Mortality; Juvenile Justice; Mortality Rate; One Parent Family; Poverty; Prenatal Care; Preschool Education; *Social Indicators; Tables (Data); Trend Analysis; Violence; Welfare Services; *Well Being
IDENTIFIERS- Availability (Programs and Services); Child Mortality; *Indicators; *Kansas; Out of Home Care; Project Head Start

This KIDS COUNT Data Book provides state and county data on the well-being of Kansas' children. The statistical portrait is based on 22 indicators of well-being: (1) births to single teens; (2) children living in poverty; (3) children receiving free school meals; (4) children in families receiving economic assistance; (5) childhood deaths; (6) infant mortality; (7) births that received early prenatal care; (8) immunizations; (9) low birth weight babies; (10) Head Start participation; (11) child care availability; (12) post-secondary education; (13) high school graduates receiving post-secondary education; (14) births to mothers with less than a high school diploma; (15) students graduating high school; (16) foster care; (17) teen violent deaths; (18) reported child abuse and neglect; (19) substantiated child abuse and neglect; (20) juvenile court filings; (21) youth alcohol use; and (22) youth drug use. Following an overview, the first part of the data book discusses children at risk in Kansas and specific risk factors that measurably limit children's development and narrow their opportunity for succeed in life. The bulk of the data book presents statistics, by county, for each indicator. A state of Kansas profile and county-by-county statistics conclude the data book. Among the findings, infant mortality, Head Start participation, teen violent deaths, out-of-home placements and illicit drug use show improvement; childhood deaths, births that received early prenatal care, and measures of early childhood care and education remain relatively stable; and reports of child abuse and neglect, alcohol use and juvenile court filings, and binge drinking all show deterioration. (KB)

ED 442 588 PS 028 690

Davoli, Mara, Ed.; Ferri, Gino, Ed.
Reggio Tutta: A Guide to the City by the Children.
SPONS. AGENCY- Ministry of Education, Rome (Italy).
PUB DATE- 00
NOTE- 152p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Architecture; *Childhood Attitudes; Childhood Interests; Childrens Art; Childrens Writing; Foreign Countries;

correlated with the Illinois learning standards, and a chart lists each individual lesson and related standards. Each less also includes background information for the teacher to use in preparing a class presentation or discussion. Complete instructions for the lesson plan activities include a list of necessary materials, procedures, related activities, and discussion questions. Student activities can be increased or decreased as appropriate for age and grade level. Worksheet masters are included that can be used as homework, quizzes, or individual assignments. Final sections of the document outline careers in agriculture and list contact information for Illinois county farm bureaus. (Contains an index.) (TD)

ED 442 606   RC 022 493

Kids, Crops, & Critters in the Classroom: An Agricultural Literacy Resource Guide for Grades 4-6.
PUB DATE- 00
NOTE- 371p.; Funding provided by the Illinois Agricultural Association Foundation. For the grades K-3 guide, see RC 022 492.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Agribusiness; *Agricultural Education; *Agriculture; Career Awareness; Environmental Education; Farm Occupations; Farmers; Field Crops; *Food; Intermediate Grades; Lesson Plans; Livestock; *Rural Education; Teaching Guides
IDENTIFIERS- Farm Bureau; *Illinois

This resource guide provides teachers of grades 4-6 with ideas and materials to integrate agricultural concepts into classroom activities. The guide is organized into six categories: math, science, language arts, social studies, fine arts, and health/nutrition/safety. Each category contains 10 lessons organized in the following topic order: agribusiness, production agriculture, product technology, food processing, environmental science, horticulture, agriculture mechanics, agriculture economics, agriculture careers, and Illinois agriculture and general agriculture. Each lesson has been correlated with the Illinois learning standards, and a chart lists individual lessons and related standards. Each lesson also includes background information that may be used by the teacher in preparing a class presentation or discussion. Complete instructions for the lesson plan activities include a list of necessary materials, procedures, related activities, and discussion questions. Student activities can be increased or decreased as appropriate for age and grade level. Worksheet masters are included that can be used as homework, quizzes, or individual assignments. Final sections of the document outline careers in agriculture and list contact information for Illinois county farm bureaus. (Contains an index.) (TD)

ED 442 607   RC 022 494

Preventing Agricultural Chemical Exposure: A Safety Program Manual. Participatory Education with Farmworkers in Pesticide Safety.
SPONS. AGENCY- National Inst. of Environmental Health Sciences (NIH), Washington, DC.
PUB DATE- 00
NOTE- 86p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.

technologies used for video conferencing/broadcasting. In order to overcome the current lack of predictability of the Internet, the final section of the paper suggests improvements such as adapting the priority of the different streams to the Internet bandwidth and to the user's needs. (Author/CCM)

ED 442 626   SE 063 517

Marsh, Rodney
Re-Engineering the Engineering Degree Course.
PUB DATE- 98
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Curriculum Development; *Educational Change; *Engineering Education; Foreign Countries; Futures (of Society); Higher Education
IDENTIFIERS- University of Leeds (England)

Students enrolled to degree programs in 1997 will become the first graduates of the 21st century. Engineering courses in the School of Engineering at Leeds Metropolitan University have changed immensely in the last two years, so as to support new markets. Disciplines such as industrial engineering, electronics and computing have enjoyed their birth, growth, and maturity during the past thirty years. The more recent past has seen a move to include multi-media technology as a generic skill. The final years of the 20th century see engineering students who are less interested in theoretical principles, mathematical concepts and research-focused courses. Furthermore, employers, government and planners of the shape of the engineering profession are seeking different attributes from engineering graduates which will greatly influence the programs of the next century. The graduate of the future is expected to exhibit a totally different range of skills from their forebears. The workplace for engineers often considers communication skills to be more important than high level mathematics, group working skills more important than academic individuality, and a commitment to lifelong learning and continuing professional development, in most cases, offers more to employers than a theoretical contribution to research focused projects and developments. Students have become more thoughtful and focused about their career aspirations. They demand more opportunity to influence their educational development than has ever been the case. The introduction of tuition fee contributions in the UK, from 1998, will create greater demands and expectations from the student population. Traditional engineering programs contain significant elements of the curriculum which the graduate engineer will never use. Mathematical excellence seems an obsession of engineering programs, yet experience of the author shows that most engineers are employed in roles which demand a much less demanding level of mathematical ability. The comments mentioned above interact in a curriculum sense to produce contradictions in programs; the solution represents the ingredients for many of the programs of the future. The engineer of the next century must exhibit a range of skills and experiences which differ immensely from those of only twenty years ago. Program delivery modes, experiential contribution, and learning outcomes must, more than ever, be central considerations of courses. Applications of technology are crucial aspects which have greatly influenced program design at Leeds Metropolitan University. Redesign of the portfolio of programs in the School

ED 442 651 SE 063 653

Baird, William E.; Zee, Ralph
Team Projects: A Taste of Real Science in Our Content/Methods Course.
PUB DATE- 98
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cooperative Learning; *Engineering; Higher Education; Methods Courses; *Physical Sciences; Preservice Teacher Education; Preservice Teachers; *Problem Solving; Relevance (Education); Science and Society; *Science Teachers; *Teacher Education; Thinking Skills

This paper describes the results of implementing a team-project approach to a methods course for preservice physical science teachers. The course is meant to give future teachers realistic experiences in the pursuit of solutions to problems where no answers are provided by the textbook or the instructor. Each lesson introduces a problem, offers demonstrations of key concepts, asks students for applications from their own experiences, and ends with a quest for new solutions. (WRM)

ED 442 652 SE 063 678

Dickinson, Valarie L.; Flick, Lawrence B.; Lederman, Norman G.
Student and Teacher Concepts about Astronomy: Influences on Changes in Their Ideas.
PUB DATE- 00
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Concept Formation; Grade 2; *Knowledge Base for Teaching; Primary Education; Science Education; *Scientific Concepts; *Student Role; Teacher Interns; *Teacher Student Relationship; Teaching Experience

In science education, it is well understood that teachers' scientific conceptions can influence students' learning, but the extent to which students' knowledge influences teachers' ideas is not known. This paper describes a study of the mutual interaction of ideas between two second grade teachers, one teacher intern, and their classrooms during the course of an astronomy unit. In this case study, the teacher with the most content knowledge and the greatest ease in addressing student ideas was most influenced by the students. (Contains 16 references.) (WRM)

ED 442 653 SE 063 682

Yore, Larry D.; Shymansky, James A.; Henriques, Laura; Hand, Brian M.; Dunkhase, John A.; Lewis, JoAnne O.
Students' Perceptions of Science Teaching and Attitudes toward Science Learning and Teachers' Self-Report of Using Children's Ideas, Applications of Science, and Use of Print Resources as Indicators of Interactive-Constructivist Teaching in Elementary Schools.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 98
NOTE- 36p.
LANGUAGE- English

This study focuses on one preservice mathematics teacher in her first mathematics methods course who constituted a special section of the course. This was field-based with most of the course spent in a fourth grade classroom observing mathematics instruction, conducting task-based interviews with individual children, and teaching small groups. It was concluded that the teacher was able to change her mathematics teaching behavior to be more consistent with her beliefs about children, teaching, and learning. (ASK)

ED 442 677 SO 031 062

Tooley, James
The Global Education Industry: Lessons from Private Education in Developing Countries. IEA Studies in Education.
PUB DATE- 99
NOTE- 141p.; Funded by the Government of Japan, Comprehensive Japan Trust Fund. Produced by the IEA Education and Training Unit.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Comparative Education; *Developing Nations; Elementary Secondary Education; Foreign Countries; *International Education; *International Educational Exchange; Private Education; Private Schools; Private Sector; Social Science Research
IDENTIFIERS- Africa; Asia; Europe; Latin America

This book focuses on the impact of private education in developing countries, such as Argentina, Brazil, Colombia, India, Indonesia, Peru, Romania, Russia, South Africa, and Zimbabwe. The private education sector is large and innovative in the countries studied and not the domain of the wealthy. Contrary to popular opinion, private education in developing countries does not foster economic inequality, instead it provides social responsibility programs, subsidized placements, and student loan schemes. Factors are identified that impede or facilitate private education with a special focus on the role of regulatory regimes. Finally, ways the existence of an innovative private education sector could influence education policy as practiced by international agencies and national governments are explored. Chapter titles include: (1) "Case Studies of Private Education"; (2) "Factors for Success"; (3) "Equity Issues"; (4) "Regulation and Investment Climate"; and (5) "Conclusions and Policy Proposals." (Contains 28 references.) (RJC)

ED 442 678 SO 031 123

Heart Mountain Relocation Center: A Lesson Using Primary Source Documents To Critically Analyze the Relocation of Japanese Americans to Wyoming. AHC Primary Sources in the Classroom.
PUB DATE- 99
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Civil Liberties; *Japanese Americans; Primary Sources; *Relocation; Secondary Education; Social Studies; State History; *United States History; *World War II
IDENTIFIERS- *Internment Camps; National History Standards

This lesson, for grades 7-12, correlates with Era 8, Standard 3c of the National History Standards for United States History:

(Living on an Island; Local History); and "Supplementary Resources." (BT)

ED 442 700   SO 031 722

China: Tradition and Transformation. Curriculum Projects. Fulbright-Hays Summer Seminar Abroad Program 1999 (China).
SPONS. AGENCY- Center for International Education (ED), Washington, DC.
PUB DATE- 99
NOTE- 623p.
LANGUAGE- English
EDRS Price- MF03/PC25 Plus Postage.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; *Chinese Culture; *Cultural Context; Elementary Secondary Education; Foreign Countries; Global Approach; Social Studies; Study Abroad
IDENTIFIERS- *China; Chinese Art; Chinese Literature; Fulbright Hays Seminars Abroad Program

This collection of curriculum projects is the result of the authors' participation in a Fulbright summer seminar program in China. The following 16 curriculum projects are in the collection: (1) "Banpo Village: A Prehistoric Dig" (Sandra Bailey); (2) "China: Moving into the New Millennium: A Study of China's Past, Present and Future" (Shirley Bell); (3) "From the Scroll to the Book" (Mary Leland Gaynor); (4) "Chinese Farmer's Paintings: An Integrated Thematic Unit for Upper Elementary Students" (Carolyn Gramstorff); (5) "China: A Supplemental Activity Guide" (Patricia S. Hammond); (6) "The Jews in Shanghai" (Doreen Hazel); (7) "The Incorporation of Chinese Literature and Language into the Secondary English Classroom" (Lisa S. Hungness); (8) "China in Economic Transition: Exploring the Merits of Market Economies" (James L. Jurgens); (9) "Rural to Urban Migration" (Marianne Kenney); (10) "Basic Arithmetic on a Handmade Chinese Abacus" (Tony Martin); (11) "A Modern Day Marco Polo, Discovering Traditions and Change in China" (Elizabeth J. Miller); (12) "The China Connection" (Patricia J. Morris); (13) "Boxing Up Your China" (Mimi Norton); (14) "What If?" (Lani Nahleen Pang); (15) "Using and Protecting Natural Resources in Meeting Needs and Wants" (Pam Solvie); and (16) "China Connection: A Collection of Culture, Children's Literature, and Other Resources" (Brenda Vitaska). (BT)

ED 442 701   SO 031 746

Michaelis, John U.; Garcia, Jesus
Social Studies for Children: A Guide to Basic Instruction. Eleventh Edition.
PUB DATE- 96
NOTE- 462p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Education Courses; Elementary Education; Higher Education; Methods Courses; *Social Studies; *Teacher Education; Teacher Education Curriculum; *Textbooks

This textbook is a guide for preparing teachers for social studies instruction in grades K-8. It promotes social studies as education for citizenship in a democracy. All chapters are

Caesar's murder. The introductory text that framed the task was different for each group, while the problem-solving task was identical. For the majority of those in the anonymous author group, it appears the discourse schema brought to bear on this task was a straightforward "school writing" mode of communication. Essays produced by the visible author group were about 25% longer than those of the other group. In summing up think-aloud statements, it became clear that participants in the visible author group were far more likely to establish relationships with text authors, hold mental conversations with and about them, and give more thought to the primary historical information embedded in those texts. Appended are text excerpts, historical documents, and scoring rubrics. (Contains 9 tables and a 51-item bibliography.) (BT)

ED 442 720 SO 031 877

Morrell, Ernest
Curriculum and Popular Culture: Building Bridges and Making Waves.
PUB DATE- 00
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Alienation; Classroom Research; *Curriculum Development; High School Students; High Schools; Instructional Effectiveness; *Popular Culture; Social Studies; *Student Needs; Teacher Researchers; *Urban Schools
IDENTIFIERS- *Critical Literacy; Critical Pedagogy; *Literary Canon; Youth Culture

This paper explores the potential of incorporating elements of popular culture such as music, film, and court trials as a bridge to help students traditionally alienated by the canonical texts they confront in the "standard" curriculum to conquer and gain a critical understanding of those texts. Sometimes complex, canonical texts can be intimidating and alienating to certain students, especially those with limited exposure to these texts. Those same students exhibit the critical and analytical skills that would serve them well in-class around elements of popular culture. Several units were designed for an urban high school population that combined a major film or genre of popular music with a canonical text of similar themes. The first unit analyzed for the project begins with "The Godfather Trilogy" and incorporates Homer's "Odyssey", while the second unit joins Richard Wright's "Native Son" with the film "A Time To Kill." The paper hopes to call attention to the need for more teacher-conducted classroom research and also to encourage creative approaches to instruction that emanate from the worlds and perceptions of the students and are based on a sound theoretical framework. (Contains 11 references.) (BT)

ED 442 721 SO 031 878

Black, Mary S.
Old and Older: Curriculum Standards for History and Archeology.
PUB DATE- 00
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English

PUB DATE- 00
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Active Learning; Elementary Secondary Education; *History; *History Instruction; *Internet; *Primary Sources; Social Studies; World Wide Web
IDENTIFIERS- *ERIC Digests

The Internet enables teachers to enhance the teaching and learning of history through quick and extensive access to primary sources. Introducing and using primary sources in the history classroom will almost certainly lead to active learning and development of critical thinking, reasoning, and problem solving. This Digest discusses: (1) types and uses of primary sources; (2) using the Internet to obtain primary sources; and (3) exemplary World Wide Web sites providing primary sources. Primary sources are not limited to printed documents such as letters, newspapers, diaries, and poems. Artifacts (art, pottery, articles of clothing, tools, and food), places (ecosystems, dwellings, and other buildings and structures), sounds (music, stories, and folklore), and images (paintings, photographs, and videos/movies) can also be considered primary sources. Introducing and using primary sources in the history classroom leads to active learning and to the development of critical thinking and enhancement of the learning process by allowing students to construct their own understandings of people, events, and ideas. Precautionary measures to maintain safe learning environments when using online primary sources are given. Examples of user friendly and efficient search engine Web sites also are given. A few of the primary source sites offered include the American Memory Historical Collections for the National Digital Library (maintained by the Library of Congress), the National Security Archive (founded in 1985 by a group of journalists and scholars that had obtained documentation from the U.S. government under the Freedom of Information Act), and the National Park Service (features over 2,300 National Historic Landmarks. Many other primary source Web sites are offered. (Contains 10 references.) (LB)

ED 442 740 SP 039 262

Hoban, Garry
Integrating a Reflective Framework within Web-Based Templates for Student and Teacher Self-Study.
PUB DATE- 00
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Environment; Collegiality; *Computer Uses in Education; Elementary Education; Foreign Countries; Higher Education; Interpersonal Relationship; Metaphors; Peer Influence; Preservice Teacher Education; Preservice Teachers; *Reflective Teaching; Teacher Educators; *World Wide Web
IDENTIFIERS- *Reflective Thinking; Web Site Design; Web Sites

This paper explains how a World Wide Web site was designed to assist preservice teacher education students in reflecting upon

The paper discusses the impact of teacher sensibility, explaining that a teacher's classroom presence, shaped by his or her sensibility, can influence students' own evolving sensibilities. Teacher candidates can deepen their intellectual and moral sensibilities by learning how to read the world carefully and sympathetically. A moral and intellectual sensibility comes to life as candidates open themselves to the voice of the practice as embodied in the readings and experiences making up the teacher preparation program. The paper concludes that teachers' moral and intellectual sensibility, which must be cultivated, plays a dynamic role in whatever influence they have on students. A teacher education program can fund candidates' moral and intellectual sensibilities by expanding their horizons of understanding and feeling. (Contains 12 references.) (SM)

ED 442 760 SP 039 286

Hess, Elisabeth K.
The Facilitators of and the Barriers to the Collaboration Process in PDSs.
PUB DATE- 00
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrators; Case Studies; *College School Cooperation; Educational Change; Educational Resources; Elementary Secondary Education; Faculty Development; Higher Education; Partnerships in Education; Preservice Teacher Education; *Professional Development Schools; Rewards; School Districts; Space Utilization; *Teacher Collaboration; Teacher Improvement; Time Management
IDENTIFIERS- Barriers to Innovation; Meta Ethnography

This study identified facilitators of and barriers to collaboration in Professional Development Schools (PDSs). Researchers conducted a meta-ethnography, which synthesized qualitative research and attempted to analyze processes and outcomes across many studies. Case studies of the collaboration process in PDSs were collected and screened, then themes were coded and interpreted. A literature search yielded 66 case studies. After screening, 20 case studies remained. Each case study was analyzed in terms of geographic region, type of partnership, urban or suburban setting, number of years in the partnership, and authors. Facilitators of the collaboration process that were interpreted from the 20 case studies were: obtaining needed resources from outside organizations; administrative support, taking time to establish a shared vision; and the feeling that PDSs increase professional development. Barriers to collaboration included time, lack of rewards, the change process, district mandates, and space. The paper presents six recommendations to practitioners, schools, and teacher education institutions for beginning and sustaining a PDS. (Contains 56 references.) (SM)

ED 442 761 SP 039 287

Kirk, David; Brooker, Ross; Braiuka, Sandy
Teaching Games for Understanding: A Situated Perspective on Student Learning.

Education Teachers; *Teacher Education Programs
IDENTIFIERS- *Illinois

This 22nd edition of the directory has been updated to reflect the numerous changes in each recognized institution's approved program listings. Several new programs have been approved since the last publication date, and institutions have requested that some programs be deleted from their listings. Changes in personnel and institutional data have also been noted. Information is provided as follows: "Alphabetical Listing of Recognized Institutions and Approved Programs"; "Approved Early Childhood Education Certificate Programs"; "Approved Elementary (K-9) Certificate Programs"; "Approved Secondary (6-12) Certificate Program Areas"; "Approved Special (K-12) Certificate Program Areas"; "Approved Special Education Areas for the Special (K-12) Certificate"; "Approved School Service Personnel Certificate Programs"; "Approved Administrative Certificate Programs"; "Approved Transitional Bilingual Certificate Programs"; "Geographic Location of Illinois Institutions Recognized for Teacher Education"; and "Special Programs Offering Alternatives for Individuals with Degrees." (SM)

ED 442 781 SP 039 312

O'Connell, Carl E.; Gillett, Tom; Halkett, Kim
Career in Teaching. Mentor Teacher-Intern Program. Handbook for Interns, School Year 1999-2000.
PUB DATE- 99
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Cooperating Teachers; Elementary Secondary Education; Higher Education; *Internship Programs; *Mentors; Preservice Teacher Education; Student Teacher Evaluation; *Student Teachers; Teaching (Occupation)
IDENTIFIERS- *Rochester City School District NY

This handbook familiarizes interns with their responsibilities in school districts and in mentor teacher-intern programs. It answers questions about the Career in Teaching (CIT) program, a collaboration between the Rochester (New York) City School District and the Rochester Teachers Association to revitalize instruction by creating a true profession for teachers. CIT works to improve public education by allowing exemplary teachers to inspire excellence in others, share their expertise with others, and actively participate in instructional decision making without leaving the classroom. The topics include: what the CIT program is, who directs it, and how long it has existed; what the Rochester City School District Mentor Program is; what a lead teacher is; who qualifies for CIT internships; who designates interns and assigns them to mentors; the intent and length of internships; how interns are paired with mentors; how to get peer assistance; how often interns and mentors meet; how mentors know interns' needs; what support mentors provide; interns' responsibilities; professional expectations for interns; how to use per diem release time; intern evaluation; what successful completion means; evaluation requirements; and how to find help. Two appendixes outline professional expectations for interns and provide forms used in the mentor teacher-intern program and the 1999-2000 calendar. (SM)

Assessment of Academic Skills

ExceL through Innovation (ExceL) is a local funding initiative of the Austin Independent School District (AISD), Texas, created to enhance elementary student achievement through innovative programs designed at the campus level for the specific students served. By 1998, 68 campuses were receiving ExceL funds. In spring 1998, principals of the ExceL schools completed grant continuation surveys, and in 1999, principals completed an additional evaluation survey. The evaluations showed that 20% of the campuses met all of their benchmarks related to the Texas Assessment of Academic Skills (TAAS), and 38% met some of their benchmarks for this standardized test set. Forty-two percent met none of their TAAS benchmarks. Some 38% of campuses met all of their non-TAAS benchmarks. Instructional programs varied a great deal in type and in degree of innovation. The most common uses of ExceL funds were mathematics, literacy, writing, parental involvement, and science. Campus staff development programs varied in cohesiveness and in the degree to which they were related to instructional programs. The most common topics were literacy, mathematics, assessment, technology, and curriculum alignment/unit development. The majority of ExceL principals reported that the program had favorable impacts on student achievement, and most reported that the ExceL budgets were adequate for their ExceL program needs. After examining program evaluation results, the evaluators recommend that program funds be allocated competitively and that campus funds should be monitored more closely. Three appendixes describe ExceL program costs by campus for three school years. (SLD)

ED 442 801 TM 031 218

Huang, Chi-Yu; Kalohn, John C.; Lin, Chuan-Ju; Spray, Judith
Estimating Item Parameters from Classical Indices for Item Pool Development with a Computerized Classification Test. ACT Research Report Series.
PUB DATE- 00
NOTE- 30p.; Portions of the paper presented at the Annual Meeting of the Psychometric Society (Lawrence, KS, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classification; *Computer Assisted Testing; *Estimation (Mathematics); Item Banks; Item Response Theory
IDENTIFIERS- *Item Parameters; Three Parameter Model

Item pools supporting computer-based tests are not always completely calibrated. Occasionally, only a small subset of the items in the pool may have actual calibrations, while the remainder of the items may only have classical item statistics, (e.g., "p"-values, point-biserial correlation coefficients, or biserial correlation coefficients). Transformations can be applied to the classical statistics to obtain rough estimates of the item parameters from a three-parameter logistic item response model. These estimates, in turn, can be improved by linking them to items with actual calibrations from a program such as BILOG. The resulting item parameter estimates can then be used in a computerized classification test (CCT). An evaluation of the results of using such estimated parameters in simulated CCTs is presented in this paper. Seven simulated item pools were used. Results lead to the suggestion that when considering use of such augmented parameter estimates as those produced by the linking procedures in this paper, consideration be given to the sources of possible error and their effects on

ED 442 822 TM 031 242

Bembenutty, Hefer; McKeachie, Wilbert J.; Lin, Yi-Guang
Emotion Regulation and Test Anxiety: The Contribution of Academic Delay of Gratification.
PUB DATE- 00
NOTE- 47p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *College Students; *Delay of Gratification; Higher Education; *Learning Strategies; Self Efficacy; Study; *Test Anxiety; Time Management

The ability to delay gratification among learners could serve as an effective learning strategy useful to diminish the detrimental effect of test anxiety. Academic delay of gratification refers to students' postponement of immediately available opportunities to satisfy impulses in favor of pursuing chosen important academic rewards or goals that are temporally remote but ostensibly more valuable. Using hierarchical regression analysis, this association was explored for 364 students. An association was found between academic delay of gratification and test anxiety once motivational, cognitive, and self-regulated factors are controlled. These findings suggest that academic delay of gratification may serve to enhance students' goal enhancement, which in turn results in high academic achievement. These results also suggest that delay of gratification may function as a learning strategy that buffers the detrimental effect of test anxiety by helping learners protect academic goals from nonacademic alternative strategies. These results also indicate that self-efficacy, regulation of time, and study environment are negative predictors of test anxiety, while delay of gratification, extrinsic goal orientation, and rehearsal are positive predictors of test anxiety. An appendix contains the Academic Delay of Gratification Scale (H. Bembenutty, 1997). (Contains 1 figure, 7 tables, and 59 references.) (SLD)

ED 442 823 TM 031 243

Luecht, Richard M.
Implementing the Computer-Adaptive Sequential Testing (CAST) Framework To Mass Produce High Quality Computer-Adaptive and Mastery Tests.
PUB DATE- 00
NOTE- 42p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New Orleans, LA, April 25-27, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adaptive Testing; *Computer Assisted Testing; *Mastery Tests; *Test Construction
IDENTIFIERS- Large Scale Assessment; *Sequential Testing; Testlets

Computerized testing has created new challenges for the production and administration of test forms. This paper describes a multi-stage, testlet-based framework for test design, assembly, and administration called computer-adaptive sequential testing (CAST). CAST is a structured testing modified test information function is suggested for the same purpose. (Contains 10 figures and 18 references.) (SLD)

ED 442 843 TM 031 263

Loomis, Susan Cooper
Research Study of the 1998 Civics NAEP Achievement Levels.
SPONS. AGENCY- National Assessment Governing Board, Washington, DC.
PUB DATE- 00
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Academic Standards; *Civics; Classification; Elementary Secondary Education; *National Competency Tests; *Teachers; *Validity
IDENTIFIERS- *National Assessment of Educational Progress; *Standard Setting

In 1999 a validation study of the 1998 Civics Assessment of the National Assessment of Educational Progress (NAEP) was conducted, combining a similarity classification study and a booklet classification study. The rationale was that if the teachers who had participated in the 5-day achievement levels-setting process could not use the descriptions to judge student performance, it is unlikely that anyone could. If their classifications were very different from the performances in the test booklets, it would suggest that the cutpoints did not denote performance consistent with the achievement level descriptions (ALDs). Eleven eighth-grade teachers from the pilot study of achievement level setting panel participated. Teacher panelists tended to classify their own students higher than their performance levels on the special form of the NAEP developed for this study. When the same teachers were asked to classify the performance of students represented in the special Civics NAEP test booklets, they tended to classify those at or below the empirical score classification of the students' performance. These findings suggest that standards set with a booklet classification method will be higher than those set with the item-by-item method used for the NAEP achievement level setting process. Even teachers well trained in the NAEP achievement levels tend to overestimate the knowledge and skills of their students with respect to the ALDs. Overall, however, results provide information needed to confirm that the general achievement levels-setting process appeared to "work" in that panelists were able to use the ALDs in a different setting and for different purposes and the "translations" with respect to the score scale seem reasonably on target. An appendix contains classification forms from the similarities classification study, a list of participants in the validation portion of the study, and an agenda for the study session. (Contains 14 references.) (SLD)

ED 442 844 TM 031 264

Loomis, Susan Cooper
Feedback in the NAEP Achievement Levels Setting Process.
SPONS. AGENCY- National Assessment Governing Board, Washington, DC.
PUB DATE- 00
NOTE- 56p.; Paper presented at the Annual Meeting of the National

hypothesis. (Contains 3 tables and 54 references.) (Author/SLD)

ED 442 864 TM 031 284

Walker de Felix, Judith
Portfolios: Metaphor upon Metaphor.
PUB DATE- 00
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Metaphors; Performance Based Assessment; *Portfolios (Background Materials); *Preservice Teachers; *Teacher Education

The objective of this study was to investigate effective applications of portfolios based on research literature and practice in two distinct teacher education programs. During the study it quickly became apparent that the metaphors used to describe portfolios help elucidate how the profession perceives their appropriate use. In fact, the term "portfolio" is a metaphor educators have borrowed from artists. In some cases, the portfolio becomes a metaphor for statistical references. A second metaphor is the portfolio as tool, and another is the portfolio as conversation. At one school of education, portfolio use was well-established, and descriptions of portfolio use were very complete. At the second site, there was a strong focus on affective factors in learning, and there was considerable uncertainty about the direction state requirements for accreditation would take. In many ways, at both schools, the portfolio became the context for learning how to interact professionally. Conceptualizing the portfolio as tool and as conversation were the metaphors most commonly found at both schools. The challenge for teacher preparation programs is to find ways of implementing the portfolio in ways that promote professional growth and program enhancement while maintaining conversations that are succinct and scintillating. (Contains 35 references.) (SLD)

ED 442 865 TM 031 285

Filer, Ann; Pollard, Andrew
Assessment and Career in a Primary School.
PUB DATE- 00
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Elementary Education; Foreign Countries; Interaction; Models; Program Evaluation; *Social Influences; *Student Evaluation; *Teacher Role; Urban Schools
IDENTIFIERS- England

This paper explores the ways in which social processes and taken-for-granted classroom practices influence the production of individual pupil performance, its assessment, and the interpretations of such judgments. The study is contextualized in the longitudinal parallel ethnographies of the Identity and Learning Programme, a collaborative program that originated in two urban elementary schools in England that is influenced by

PUB DATE- 00
NOTE- 9p.; Additional support provided by the Stuart Fundation.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Behavior Problems; *Change; *Child Welfare; *Children; *Family Environment; Health; Low Income Groups; National Surveys; *Poverty; *Stress Variables
IDENTIFIERS- Access to Health Care

The 1997 National Survey of America's Families (NSAF) asked parents of 6- to 17-year-olds several questions in order to assess the degree of turbulence or stability in a child's life. Turbulence was associated with several types of change, including moves and multiple school changes. The NSAF is a survey of more than 44,000 families, representing a national sample and the populations of 13 states, conducted as part of the Assessing the New Federalism project. A child who experienced two or more of the defined changes during the prior 12 months was classified as experiencing turbulence. Nationwide in 1997, 6% of all children experienced turbulence as defined for this study. When children are compared by family income, welfare receipt, family structure, and parental education, it becomes apparent that turbulence is much more prevalent in poor families than it is in moderate- or higher-income families. Fourteen percent of children in families that received Aid to Families with Dependent Children experienced high levels of turbulence in their lives. Nine percent of children who lived in one-parent families experienced turbulence, compared with 5% of children in two-parent families. Children who had experienced turbulence were also more likely than other children to have high levels of emotional and behavioral problems. There is considerable variation across states in the percentages of children who have experienced high levels of turbulence, with a high of 9% in Florida. Evidence from the NSAF indicates that turbulence is associated with poorer outcomes for children. (Contains 1 table, 5 figures, and 22 references.) (SLD)

ED 442 885 UD 033 615

Moore, Kristin Anderson; Vandivere, Sharon; Ehrle, Jennifer
Sociodemographic Risk and Child Well-Being. New Federalism: National Survey of America's Families. Series B, No. B-18. Assessing the New Federalism: An Urban Institute Program To Assess Changing Social Policies.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.; Kellogg Foundation, Battle Creek, MI.; Robert Wood Johnson Foundation, Princeton, NJ.; Henry J. Kaiser Family Foundation, Menlo Park, CA.; Ford Foundation, New York, NY.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Mott (C.S.) Foundation, Flint, MI.; David and Lucile Packard Foundation, Los Altos, CA.; McKnight Foundation, Minneapolis, MN.; Commonwealth Fund, New York, NY.; Weingart Foundation, Los Angeles, CA.; Fund for New Jersey, East Orange.; Lynde and Harry Bradley Foundation, Milwaukee, WI.; Joyce Foundation, Chicago, IL.; Rockefeller Foundation, New York, NY.
PUB DATE- 00
NOTE- 8p.; Additional support provided by the Stuart Foundation.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Behavior Problems; Change; *Child Welfare; *Children; *Demography; *Family Environment; Health; Low Income Groups; National Surveys; Poverty; *Socioeconomic Status;

ED 442 904 UD 033 646

Franklin, Diane, Ed.; Bankston, Karen, Ed.
Discipline and Responsibility: Building Solid Foundations To Prevent and Resolve Family Conflict.
SPONS. AGENCY- Wisconsin State Dept. of Health and Family Services, Madison.
PUB DATE- 99
NOTE- 25p.; From "Who's Raising the Family?" one of a series published by Wisconsin Clearinghouse for Prevention Resources.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adolescents; *Conflict Resolution; *Discipline; *Parent Child Relationship; *Responsibility; Self Esteem

This guide contains suggestions for building a solid foundation of discipline and responsibility to contribute to positive relationships between parents and children. Three important steps are to: (1) model appropriate behavior; (2) provide age-appropriate choices to help children build decision-making skills and self-esteem; and (3) set reasonable limits. Descriptions of the practices of several families show ways to approach issues of money, monitoring activities with friends, and after-school arrangements. Discussions of consequences of actions versus punishment and anger management offer suggestions to help parents react in ways likely to lead to positive results. (Contains 19 references.) (SLD)

ED 442 905 UD 033 647

Kocs, Katherine J.
Sticks and Stones...Changing the Dynamics of Bullying and Youth Violence. A Youth Violence Prevention and Reduction Series.
PUB DATE- 99
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Aggression; *Bullying; *Children; Elementary Secondary Education; Parent Role; *Prevention; School Role

This booklet provides information on one of the most common and underrated problems of childhood--bullying. A study has shown that 15 to 20% of children are involved in bullying once or twice during a school year either as the bullying person or as the victim. The booklet reviews recent research on bullying, discussing who bullies and why, whom they target and why, and outlines the immediate and long-term effects of bullying on perpetrators, victims, the audience, and society. Some low-cost and no-cost action steps are suggested to help caring communities, schools, parents, and even other students or siblings reduce bullying behaviors and build a caring culture. Examples of programs successful in other countries are provided. Age appropriate reproducible information and action steps are included for distribution to youth and concerned adults. (Contains 94 references.) (SLD)

ED 442 906 UD 033 648

presents background on fact books, dating back to the publication of "Statistics of Land-Grant Colleges and Universities" by the U.S. Office of Education in 1867. The second section considers advantages of fact books as data resources and for decision making, planning, self study, and communication. The need for an electronic fact book is addressed in the third section, including the advantages of an electronic or online fact book related to marketing, decision support, management reporting, dynamic information, display format preferences, cost effectiveness, availability, time saving, browser friendliness, and multimedia capabilities. This section also describes the decision to develop a World Wide Web fact book at Union County College (New Jersey). Issues associated with fact books are considered in the fourth section, including audience, content, maintenance and updating, space utilization, and software. The fifth section provides a list of software used in designing Web pages, categorized as follows: HTML primers; Web authoring tools; file transfer software, graphic software composers; and multimedia. The last section describes the planning, constructing, and posting phases of the Union County College online fact book development. (MES)

ED 442 471 IR 020 335

Educational Technology. Hearing of the Committee on Health, Education, Labor, and Pensions, United States Senate, One Hundred Sixth Congress, First Session, on Examining Legislation Authorizing Funds for the Elementary Secondary Education Act, Focusing on Education Technology Programs.
PUB DATE- 99
NOTE- 68p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Educational Finance; *Educational Technology; Elementary Secondary Education; *Federal Aid; *Federal Legislation; Federal Programs; Financial Support; Hearings; Information Technology
IDENTIFIERS- Congress 106th; *Elementary Secondary Education Act

This hearing before the Senate Committee on Health, Education, Labor, and Pensions on examining legislation authorizing funds for the Elementary Secondary Education Act, focusing on educational technology programs, contains statements by: James M Jeffords, Chairman, Committee on Health, Education, Labor, and Pensions; Barbara Means, Assistant Director, Center for Technology in Learning, SRI International, Menlo Park, California; Phil Hyjek, School Information Technology Specialist, Vermont Institute for Science, Math, and Technology, Waterbury Center; Patty Murray, Senator from Washington State; Jeff Bingaman, Senator from New Mexico; Ervin Duggan, President, Public Broadcasting Service (PBS), Alexandria, Virginia; Daniel Hogan, participant, PBS Mathline Program, Cincinnati, Ohio; Inabeth Miller, President, the Jason Foundation for Education, Waltham, Massachusetts, accompanied by Georgene Lytle, third grade teacher, Wooster, Ohio; Michael Pitroff, Project Director, Baltimore Learning Community, Baltimore, Maryland; and Carmen Gonzales, Director, Regional Educational Technology Assistance Project, New Mexico State University, Las Cruces, New Mexico. (MES)

ED 442 472 IR 020 336

Bhushan, Bharat, Comp.; Lele, Nalini A., Comp.; Rausaria, R. R.,

ED 442 492 JC 000 415

Wald, Marilyn
Entrepreneur*Wise Training Program for Displaced Homemakers at Westchester Community College, April 1, 1997-December 31, 1999. Final Report.
SPONS. AGENCY- Ewing Marion Kauffman Foundation, Kansas City, MO.
PUB DATE- 99
NOTE- 70p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; *Displaced Homemakers; Educational Opportunities; Educational Planning; *Outcomes of Education; Program Implementation; *Retraining; Two Year Colleges; Womens Education
IDENTIFIERS- *Westchester Community College NY

This paper presents the final report of the Kauffman Grant--JumpStart III Entrepreneur*Wise Training Program for Displaced Homemakers at Westchester Community College from April 1, 1997 to December 31, 1999. This report is divided into nine parts. Section 1 looks at programs offered and individuals counseled. Section 2 discusses the characteristics of participants. Section 3 presents key learning/challenges related to program implementation. Section 4 explores training outcomes. This section is subdivided into outcomes, businesses started/expanded, and success stories. Section 5 describes support groups formed and networking opportunities organized. Section 6 looks at future continuation plans for the program. This section is further divided into short-range and long-range plans. Section 7 looks at dissemination plans, and includes the following subsections: (1) local, (2) statewide, and (3) nationwide. Section 8 presents the final budget report. Section 9 includes the appendices of this report. Appended are: (1) the details of the program/curriculum; (2) characteristics of the participants; (3) candidate selection flow chart and selection criteria; (4) sample marketing materials developed by the students; (5) a post-training flyer; and (6) a list of guest speakers for the program. (VWC)

ED 442 493 JC 000 416

Herideen, Penelope E.
Policy, Pedagogy, and Social Inequality: Community College Student Realities in Post-Industrial America. Critical Studies in Education and Culture Series.
PUB DATE- 98
NOTE- 160p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Role; *Community Colleges; *Educational Change; Educational Research; Educational Theories; Higher Education; Instruction; *Nontraditional Students; *Student Needs; *Two Year College Students; Two Year Colleges; Womens Education

This book examines the role of the community college in higher education from the perspective of a "critical lover." The introduction provides a profile of the community college and contextualizes the "controversiality" of its social role. Chapter 1 identifies the community college as a key player in their degree from PVCC helped them to obtain their current job. (Includes four appendices.) (Author/JA)

ED 442 512 JC 000 438

West Virginia Higher Education Report Card, 1999.
PUB DATE- 99
NOTE- 331p.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Objectives; *Higher Education; *Institutional Characteristics; *Outcomes of Education; *State Colleges; *State Universities; Statistical Analysis; Tables (Data)
IDENTIFIERS- *West Virginia

This report presents information for parents, students, staff, policymakers, and the general public on the quality and performance of public higher education in West Virginia. It opens with the strategic plans of the University System and the State College System together with narrative and statistical profiles of each of the 15 institutions that comprise the two systems. Chapters 2 through 7 display numerous indicators that specifically address the statutory goals, with the full text of each goal included at the outset of the chapters. For example, Chapter 2, on "Preparation," comprises such measures as the performance of West Virginia students on college entrance examinations and enrollment in developmental courses. "Access" (Chapter 3) displays estimated total college-going rates of West Virginians and shows the growing number of students assisted by financial aid. "Student Outcomes" (Chapter 4) presents retention rates, graduation/completion rates, and performance on professional licensure examinations, and Chapter 5 indicates some ways in which higher education is responding to the increasing need for "Economic and Workforce Development." "Productivity and Efficiency" (Chapter 6) includes information on the expanding use of technology and instructional expenditures, and Chapter 7 answers questions related to "Faculty and Staff." Completing the report are data on "Campus Security" (Chapter 8) and materials describing West Virginia's vital "Health Sciences and Rural Health Education Partnerships" (Chapter 9). The appendix defines the four Southern Regional Education Board categories that apply to West Virginia's public higher education institutions. (VWC)

ED 442 513 JC 000 439

Johnston, Dennis; Van Heertum, Rich; Evans, Andrew; Cloney, Matthew; Ochoa, Glen; Rickard, Pat; Coogan, Lori; Merry, Teri; Miller, Jennifer
Student Progress and Goal Attainment Report: Federally-Funded ABE Programs in California, 1998-99.
SPONS. AGENCY- California State Dept. of Education, Sacramento.
PUB DATE- 99
NOTE- 195p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adult Education; *Educational Assessment; Educational Objectives; Higher Education; *Outcomes of Education; State Programs; Tables (Data)

self-examination and decision making, allowing the parents to consider both parenting and adoption options in a non-coercive atmosphere. The workbooks are designed to empower parents by providing appropriate choices individually tailored to their needs by the caseworker. The workbooks may also help caseworkers and mediators design cooperative adoptions with parents. Workbook 1, "A Child's Needs," addresses the child's needs including where they have been, people that make a difference, what is important to the child, what gives the child strength, the child's needs, and benefits of cooperative. Workbook 2, "Looking at Options," looks at options including parenting, adoption, child's needs, involving the family, children with special needs, considering choices, and thinking about loss. Workbook 3, "A Cooperative Adoption," addresses cooperative adoption including openness, choosing parents, meeting parents, planning the agreement, contact before placement, and the adoption agreement. Workbook 4, "Letting Go," addresses letting go, including plans and goals, visits, transitions, good-bye ceremonies, grief, loss, healing, and new relationships. The Practice Manual presents a process that works in establishing openness in a wide variety of adoptions. The manual includes suggestions for professionals, ideas for transitions, and additional questions that might help clients. (Contains 39 references.) (SD)

ED 442 533 PS 026 078

Mahoney, Gerald; Mahoney, Frida
Developmental Rainbow: Early Childhood Development Profile.
PUB DATE- 96
NOTE- 166p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Behavior Development; *Child Behavior; *Child Development; Child Health; Child Language; *Developmental Stages; Early Childhood Education; Interpersonal Competence; Language Skills; Psychomotor Skills; Self Management; Thinking Skills
IDENTIFIERS- *Developmental Screening; *Developmental Sequences; Developmental Theory

One of the most important skills of professionals who work with young children is the ability to assess developmental functioning through informal observation. This skill serves as the foundation for screening or identifying children in need of developmental services, conducting play-based developmental assessments, and helping parents to understand their child's behavior. This book provides a detailed listing of developmental skills and behaviors that children are likely to manifest during the period from birth through 5 years of age. Children's behavior is addressed across five domains: cognition, language, social-emotional functioning, motor development, and self-help skills. The cognitive profile addresses: (1) object use, including exploration, functional use, and problem solving; (2) discrimination/association/classification, including social, actions, and objects; and (3) symbolic representation including memory (object permanence), intentionality, drawing/writing/reading, and pretend. The language/communication profile addresses: (1) receptive language, including attention, discrimination, and comprehension; (2) pragmatics, including communicative functions and language usage; (3) verbal proficiency, including less involved with their children than fathers who reside with them. (Contains 28 endnotes.) (EV)

ED 442 551 PS 028 592

Le Menestrel, Suzanne
What Do Fathers Contribute to Children's Well-Being? Child Trends Research Brief.
SPONS. AGENCY- John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Freddie Mac Foundation, McLean, VA.
PUB DATE- 99
NOTE- 5p.; Brief based on literature reviews also prepared by Angela Dungee Greene, Tamara Halle, and Kristin A. Moore.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Child Rearing; Father Attitudes; Fatherless Family; *Fathers; *Parent Child Relationship; *Parent Influence; *Parent Participation; Parent Role
IDENTIFIERS- *Outcomes Expectancy

As rates of divorce and nonmarital childbearing have increased in recent decades, the percentage of children and fathers who live apart from one another has also increased. Yet our knowledge of how father involvement affects children's well-being in these situations is quite limited, since most research on fathers and children has focused on intact families. This brief summarizes key findings on the relationship between father involvement and child outcomes from that larger body of research, as well as the relatively small group of studies that consider fathers who live apart from their children. Main findings are as follows: (1) children benefit from positive relationships with their fathers; (2) fathers can positively influence their children's development by assuming a significant amount of the child care tasks; (3) a father's parenting style has implications for child well-being; (4) fathers' involvement can affect children's social development, cognitive development, and academic achievement; (5) limited research has been conducted on the relationship between child outcomes and involvement of fathers who do not live with their children; (6) provision of child support is related to children's cognitive development, academic achievement, and behavior; and (7) research findings on the association between frequency of father-child contact and child outcomes are mixed. (Contains 14 endnotes.) (EV)

ED 442 552 PS 028 593

Halle, Tamara
The Meaning of Father Involvement for Children. Child Trends Research Brief.
SPONS. AGENCY- John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Freddie Mac Foundation, McLean, VA.
PUB DATE- 99
NOTE- 5p.; Brief based on literature reviews also prepared by Angela Dungee Greene, Suzanne Le Menestrel, and Kristin A. Moore.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Child Rearing; Father Attitudes; *Fathers; *Parent Child Relationship; Parent Influence; *Parent Participation; *Parent Role

This brief summarizes key research findings on new ways of thinking about father involvement and the roles that fathers play in children's lives. The main points addressed by the

LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Child Rearing; *Children; Classroom Techniques; Compliance (Psychology); *Discipline; Elementary Secondary Education; *Parent Child Relationship; Parent Role; Parents; Teacher Role; *Teacher Student Relationship; Teachers

In implementing behavior management, which allows children the freedom to make their own choices and then rewards them for making good choices, many parents and teachers have forgotten to limit children to choices that are theirs to make, and therefore fail to teach children the skills they need to become responsible, cooperative, and productive. This book presents a four-part discipline system designed to raise responsible children: training compliance, teaching skills, and managing choices. Part 1 of this book, "Discipline Gone Awry," describes how current discipline systems fail to set limits and explores problems in negotiating with children for compliance. The remaining parts of the book each correspond with the 3 steps of the system. Part 2 discusses compliance with fundamental rules as a habit trained through direct supervision and direct instruction. Part 3 presents information on teaching responsible behavior to children directly, the use of positive practice, the importance of practicing behaviors before they are needed, and teaching self-discipline. Part 4 concerns managing choices and discusses the importance of making decisions for children until they are mature enough to make decisions for themselves; this part also discusses chores, grades, courtesy, positive family relationships, setting standards, motivation and the concept of self-esteem, prevention, and dealing with lying and stealing, homework, disputes, temper tantrums, interruptions, teasing, and fighting. The book concludes with the charge that parents become committed to teaching their children skills and attitudes they need, make a commitment to their own authority, and insist on growth in their children. (KB)

ED 442 571 PS 028 662

Finley, Darla; Pettinger, Ann; Rutherford, Timika; Timmes, Valerie
Developing Emotional Intelligence in a Multiage Classroom.
PUB DATE- 00
NOTE- 62p.; Master of Arts Action Research Project, Saint Xavier University and SkyLight Professional Development.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Action Research; Change Strategies; Classroom Techniques; Curriculum Development; Early Childhood Education; *Interpersonal Competence; Intervention; *Mixed Age Grouping; Peer Relationship; *Social Adjustment; *Student Improvement; *Teaching Methods
IDENTIFIERS- Emotional Intelligence; Second Step Violence Prevention Program

This action research project investigated a modified integrated curriculum for students in a multiage classroom who lacked personal and social skills. The lack of such skills in the prekindergarten through first-grade students was documented by means of teacher observations, summary reports, daily behavior

*Municipalities; *Preschool Children; Preschool Education; Reggio Emilia Approach; *Urban Culture; *Urban Improvement; Urban Planning; Urban Problems
IDENTIFIERS- *Italy (Reggio Emilia)

Three- to six-year-old children in the preschools of Reggio Emilia, Italy, worked on a project called "The City: Images, Ideas, and Theories," in which teachers investigated the children's ideas, hypotheses, and theories about cities in general and their own city in particular. Children's knowledge about the city was surveyed in conversation. Based on this project, the children were asked to be the interpreters and describers of their own city of Reggio Emilia by preparing a guide to the city. This book presents that guide. The initial section of the book introduces the city of Reggio Emilia, offers some thoughts on the nature of cities and on how children might help us understand cities, and provides an overview of the children's process of making the guide. The second and longest section of the book presents the children's guide in their words and pictures and in photographs of scenes from Reggio Emilia. A series of historical notes on some of the famous landmarks of the city is presented in the book's third section. The fourth section consists of a collection of essays by: (1) Sandra Piccinini, on children's wisdom; (2) Jerome Bruner, on the great value of Reggio Emilia; (3) Sergio Spaggiari, on how we might learn from children's understanding of the city; (4) Rolando Baldini and Vania Vecchi, on the way the children's work is presented in the guide; (5) Tullio Zini, on children's views of the architecture and urban design of the city; (6) Marco Belpoliti, on some conditions of the modern city; and (7) Ermanno Cavazzoni, on some of the characteristics of Reggio Emilia. The fifth section explains how the research in the children's project was conducted. (BC)

ED 442 589 PS 028 691

Vamos juntos a la escuela: Consejos para ayudar a los padres a asegurar el exito academico de sus hijos (Let's Go to School Together: Tips To Help Parents Ensure Their Children's Educational Success). Videotape Kit .
PUB DATE- 00
NOTE- 34p.; Videotape is not available from ERIC.
LANGUAGE- Spanish
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Non-print Media (100)
DESCRIPTORS- *Academic Achievement; Early Childhood Education; Family Environment; *Parent Participation; Parent School Relationship; *Parent Student Relationship; *Parents as Teachers; Spanish Speaking

Noting research showing that when parents are involved in their children's learning, students achieve more and are less likely to drop out of school, this videotape kit offers Spanish-speaking parents tips to help them become involved in their children's learning, from infancy through adolescence. The kit is intended for use in schools, community-based organizations, and homes. The kit's 18-minute videotape presents real-life vignettes of Latino parents and families dealing with topics such as reading, mathematics, and college preparation. The kit's print materials include a brochure on the "America Goes Back to School" initiative, a brochure on taking advantage of services and information concerning education, and a booklet addressing questions parents have about schooling. (HTH)

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Agricultural Laborers; *Agricultural Safety;
Community Education; *Community Involvement; Health Materials;
Health Promotion; Hispanic Americans; *Migrant Adult Education;
Migrant Programs; *Migrant Workers; Outreach Programs;
*Pesticides; Prevention
IDENTIFIERS- Latinos; North Carolina

Preventing Agricultural Chemical Exposure among North Carolina Farmworkers (PACE) is a project designed to describe farmworker pesticide exposure and to develop an educational intervention to reduce farmworker pesticide exposure. The PACE project used a community participation framework to ensure that the community played a significant role in identifying its own health problems and working toward their resolution. This manual offers a concrete plan for addressing the problem of farmworker pesticide exposure and is intended for use by anyone who wants to develop a community-based approach to offering pesticide safety instruction for migrant and seasonal farmworkers. Chapter 1 explains the importance of working with the community in developing educational programs and the general model for the pesticide safety program developed by the PACE Project. Chapter 2 focuses on the procedures for planning a successful safety program using a collaborative, participatory approach. Chapter 3 describes the specifics of the safety program in detail, including suggested instructional techniques and program outlines. The program consists of three parts, a direct safety program for farmworkers, an expanded safety program for farmworker representatives as promoters, and a follow-up program for promoters. All programs meet Environmental Protection Agency requirements for training field workers. The appendix contains English and Spanish versions of 10 fact sheets on pesticide exposure, a list of educational materials, promoter follow-up sheets, and forms for recording local resource information. A comic that presents pesticide safety issues in Spanish is also included. (Contains 30 references.) (TD)

ED 442 608 RC 022 495

Intervention Practices & Strategies.
PUB DATE- 00
NOTE- 110p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs
(132),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- American Indian Education; Black Education;
Classroom Techniques; Early Childhood Education; Educational
Change; Elementary Secondary Education; High Risk Students;
*Improvement Programs; Intervention; Profiles; School
Restructuring; Supplementary Education; *Validated Programs

This document is designed as a resource to assist North Carolina schools in providing the best programs and strategies in the areas of acceleration, remediation, and intervention. The best practices described here are applicable to most students, including students with disabilities. The programs and strategies were validated as effective by the U.S. Department of Education's National Diffusion Network (NDN), are supported by research-based findings, or are supported by anecdotal evidence. The first section lists strategies for improving reading, writing, and mathematics proficiency; related publications by the North Carolina Department of Public Instruction; and other resources. The second section, submitted of Engineering has been very conscious of student aspiration and employer demands. Developing group and team working abilities, project management, and other generic skills for employability are a central focus of our programs. This is coupled with the development of a flexible learning environment where attention to pedagogic integrity is being inculcated in staff development programs. Faculty are being driven down the road of facilitating learning in an environment where direct contact time with students has reduced and is expected to reduce further. Students are being trained/developed more rapidly to be independent learners and academic emphasis is interwoven with peer assessment, integrative development, measurement of learning outcomes, goal setting, flexible learning, and employment skills. This paper charts the experiences of the School over the past 24 months in restructuring to meet these demands. (Author)

ED 442 627 SE 063 520

Graube, Gabriele; Theuerkauf, Walter E.
A Practice-Based Model for Continued Engineering Education.
PUB DATE- 98
NOTE- 7p.; Paper presented at the International Conference on Engineering Education (Rio de Janero, Brazil, August 17-20, 1998).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Engineering Education; Higher Education; *Instruction; Models; Teacher Education; Teaching Methods; *Training Methods

This pedagogical training approach is presented based on an engineering degree and oriented towards the tasks and the expected job profile of an engineer in a company's research and development department. The pedagogical approach is based on two different types of learning: self-controlled individual learning right on the job while fulfilling project tasks; and pedagogical systematic learning while attending job-oriented accompanying training courses. The curricular structure of this training program is presented together with the results of this cooperative, industry-related approach, and its importance for the training and engineering studies at universities is shown. (Contains 11 references.) (Author/CCM)

ED 442 628 SE 063 541

Bell, Randy L.; Lederman, Norman G.
Testing Assumptions Underlying the Science Education Reforms: Decision-Making on Science and Technology Based Issues.
PUB DATE- 00
NOTE- 42p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; *Decision Making; Elementary Secondary Education; Higher Education; Influences; *Science and Society; Science Education; *Scientific Literacy; *Scientific Principles; Scientists; Thinking Skills

Recently, the nature of science has enjoyed renewed attention in science education circles as a primary component of scientific

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classroom Techniques; *Constructivism (Learning); *Educational Research; Elementary Education; *Instructional Effectiveness; Research Problems; Science Education; *Teaching Methods

This paper describes a study that took place within the context of the Science: Parents, Activities, and Literature (Science PALs) project. Particularly, the study sought to determine answers to the following questions: (1) What are the internal consistencies and substantive, external, and structural validities of students' perceptions, teachers' self-reports, evaluations of videotaped classroom science teaching, and expert ratings? and (2) Can students' perceptions and attitudes and teachers' self-reports be used as acceptable surrogate measures for videotaped interactive constructivist science teaching? Findings suggest that instruments based on social constructivism do not completely and accurately document science teaching based on interactive-constructivist assumptions. (Contains 30 references.) (WRM)

ED 442 654 SE 063 745

Fetters, Marcia K.
Pushing the Comfort Zone: Confronting the Perceptions of Teaching and Classroom Culture.
PUB DATE- 99
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Case Method (Teaching Technique); *Classroom Techniques; Higher Education; Preservice Teachers; *Reflective Teaching; *Science Education; Student Needs; *Teacher Attitudes; Teacher Student Relationship; Teaching Methods; Teaching Skills; Teaching Styles

Preservice teachers have pre-existing conceptions of teaching that develop throughout many years of being students in the presence of teachers. Teacher educators are faced with the challenge of making the invisible parts of being a teacher visible to their students. This paper presents some of the activities, especially related to videotaped case studies, that were found to be effective in helping preservice science teachers recognize the diversity in their classrooms and the effort that it takes to meet the needs of all students. (Contains 36 references.) (WRM)

ED 442 655 SE 063 746

Vellom, R. Paul
Teaching about Classroom Management in a Constructivist Methods Class Environment.
PUB DATE- 98
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Classroom Techniques; *Constructivism (Learning); Higher Education; Mathematics Education; *Reflective Teaching; Science Education; Secondary Education; *Teacher Education; *Teaching Methods; Teaching Skills; Technology Education

This paper describes a preservice science, mathematics, and "evaluate the internment of Japanese Americans during World War II and assess the implication for civil liberties." The lesson provides background on the internment of Japanese Americans during the war and identifies the camp called Heart Mountain Relocation Center, located between Powell and Cody, Wyoming, where 10,000 people were interned. The lesson's objective is to compare, contrast, and draw conclusions based on competing historical evidence related to the Heart Mountain Relocation Center. It presents four activities for students to investigate the circumstances of Heart Mountain. A chronology of events leading to Japanese relocation and a sample document analysis worksheet are included, along with the following relevant primary source documents: letters, a diary entry, photographs and sketches, a statement from one of the internees, and the executive order of President Franklin Roosevelt. (BT)

ED 442 679 SO 031 184

Tye, Barbara Benham; Tye, Kenneth A.
Global Education: A Study of School Change.
PUB DATE- 99
NOTE- 273p.; Introduction by Lee F. Anderson. First published by State University of New York, 1992.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cross Cultural Studies; *Educational Change; Educational Development; Educational History; Educational Improvement; Educational Innovation; Elementary Secondary Education; *Global Education; *School Culture; School Organization; Social Studies

This book studies the role of the global education movement and its impact on educational change and reform. The volume discusses the importance of global education and considers the following topics: the influence of research on practice; global education as a social movement; meaning and activity; competing demands and the use of time in schools; the uniqueness of the single school; the role of the principal; interventionists; and what it takes to create a global school. The book outlines recommendations for further research and provides an extensive appendix that includes forms that can be used to develop a global school. The chapter titles are: (1) "Setting the Stage"; (2) "Research as Reflection on Practice"; (3) "Global Education as a Social Movement"; (4) "Meaning and Activity"; (5) "Competing Demands and the Use of Time in Schools"; (6) "The Uniqueness of the Single School"; (7) "The Pivotal Role of the Principal; (8) "The Interventionists"; and (9) "What 'Does' It Take To Globalize the Curriculum of a School?" Contains four appendices and an index. (RJC)

ED 442 680 SO 031 263

Big South Fork National River and Recreation Area. Junior Web Ranger Handbook.
PUB DATE- 99
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Education; Geography; Heritage Education;

structured to aid study and can be varied in order to suit the course requirements of instructors and the needs of students. Each chapter begins with an objective and related focusing questions that give an overview of content and serve as study guides. Practical teaching and learning strategies and activities are highlighted and supplemented by charts, checklists, illustrations, and examples of teaching plans. Questions and activities at the end of each chapter are designed to provoke discussion, application, and evaluations of ideas. The critically selected references may be used to gain additional information and extend the application of ideas presented in each chapter. Both the focusing questions and the suggested activities may be used for self-evaluation by students and for pre- and post-assessment by instructors in competency-based programs. Chapters include: (1) "Curriculum Overview and Historical Highlights"; (2) "Preparing Plans for Instruction"; (3) "Identifying and Using Instructional Media"; (4) "Developing Understanding and Thinking Skills"; (5) "Developing Creating Thinking through Expressive Experiences"; (6) "Developing Affective Elements of Learning"; (7) "Incorporating Content from Basic Disciplines"; (8) "Incorporating Instruction and Topics of Special Concern"; (9) "Incorporating Current Affairs, Issues, and Special Events"; (10) "Planning and Guiding Group Learning Activities"; (11) "Planning and Providing for Individual Differences"; (12) "Developing Globe and Map Concepts and Skills"; (13) "Using and Improving Communication Skills"; and (14) "Evaluation of Students' Learning." (EH)

ED 442 702 SO 031 786

Wentland, Daniel
A Framework for Organizing Economic Education Teaching Methodologies.
PUB DATE- 00
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classification; Classroom Techniques; *Economics Education; Higher Education; Instructional Effectiveness; *Student Needs; *Teaching Methods; Undergraduate Study
IDENTIFIERS- Blooms Taxonomy; *Learning Environment; Research Suggestions

Many students perceive economics as a challenging subject, and therefore successfully communicating economics education to students becomes a major concern. This paper uses the work of Sweeney, Becker, and Watts (1996) on undergraduate teaching methods and documents various teaching methodologies utilized in economic education to develop a framework for classifying those methodologies. The framework consists of the three elements of economic education: (1) economic choices; (2) economic concepts; and (3) economic goals. The paper includes Bloom's Taxonomy of Educational Objectives, teacher or student oriented learning activities, technology based learning activities, and individual or group based learning activity. This framework helps to move the literature forward by fostering a better understanding of how the teaching methodologies fit into the scope of economic education and, more importantly, how each of these teaching practices influences the learning environment. The paper calls for additional research to include the continual documenting of the various teaching methodologies utilized in economic education

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Standards; *Archaeology; Comparative Analysis; *Educational Objectives; Elementary Secondary Education; Higher Education; *History; *National Standards; Social Studies
IDENTIFIERS- *National History Standards

This paper examines the standards and principles recently proposed for teaching both history and archeology. By comparing the goals each discipline has set for good teaching, areas of difference and commonality can be discerned and questions concerning historical thinking and what may be called "archeological" thinking can then be formulated, thus leading to greater understanding not only of subject disciplines, but also of the cognitive functions students must practice to solve problems about the relationship of past and present. Curriculum standards for history and principles for curriculum reform for archeology recently have been promulgated to give greater focus to teaching in these disciplines; both sets of guidelines recommend training in basic research skills (analysis, evaluation, presentation of data), and neither set implies any discrete topics that must be taught. The curriculum standards for history in K-12 as proposed by the National Center for History in the Schools (1996) are focused on important skills for finding meaning in historical materials. These standards are presented as "historical thinking"; that is, the ability to put past events into context and engage in inquiry with the evidence. Guiding principles for the archeology curriculum at the undergraduate level recently have been proposed by the Society for American Archeology. However, no guidelines have been provided for teaching about archeology in K-12 schools. (Contains 2 tables the guidelines and 13 references.) (BT)

ED 442 722 SO 031 879

Woyshner, Christine
Black Parent-Teacher Associations and the Origins of the National Congress of Colored Parents and Teachers, 1896-1926.
PUB DATE- 00
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Historical Materials (060),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Black Culture; *Black Education; *Black History; *Black Organizations; *Cultural Differences; *Educational History; Elementary Secondary Education; Females; Racial Attitudes; School Community Relationship
IDENTIFIERS- *African Americans; *Organizational History

In her address to the National Congress of Mothers' first meeting in 1897, writer, clubwoman, and abolitionist Frances Watkins Harper appealed to the elite white organizers to support black education. The Congress of Mothers (later the Parent Teachers Association or PTA) became a national organization overnight and by 1930 had nearly one million members. Black women who were interested in education, social reform, and self help founded clubs since the early national period. In the late 19th century these clubs coalesced to form the National Association of Colored Women (NACW). This paper focuses on the history of African Americans' educational efforts through mothers' clubs their learning and to assist a teacher educator to reflect upon his teaching in university classes. The students reflected on their learning experiences in university classes using a three-phase reflective framework: (1) analysis; (2) synthesis; and (3) theorizing. In the last phase, the students developed a metaphor to represent an optimum classroom learning environment. The Web site was designed using a FileMaker Pro database with a template for each influence on learning (personal, teaching, peer, and situational) to assist students in managing, sharing, and theorizing about their reflections. Students claimed that the Web site supported their reflections and the metaphor helped them to conceptualize the dynamics of classroom relationships, which also provided ongoing data for teacher reflection. (Contains 17 references.) (Author/SM)

ED 442 741 SP 039 263

Carreiro, A. Keith
An Opportunity To Reconceptualize Teacher Preparation Programs by Infusing a Liberal Arts and Educational Foundations Strand into the Core Curriculum.
PUB DATE- 99
NOTE- 50p.; Paper presented at the Annual Meeting of the North Carolina Association of Research in Education (Greensboro, NC, March 16, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Core Curriculum; Educational Change; Educational Improvement; *Educational Quality; Elementary Secondary Education; *Foundations of Education; Higher Education; *Liberal Arts; Preservice Teacher Education

The purpose of this article is to delineate the charges being brought against education today. An historical perspective and brief survey of the preceding decades concerning educational reform are given. Varying representative levels of criticism toward the elementary, middle school, and high school levels are discussed. A sample review of the criticism being made against higher levels of learning is also depicted, particularly at the undergraduate level in the nation's universities and colleges. In addition, a condensed reflection and evaluative emphasis on teacher preparation programs is included. The article is in two parts. The first part includes the survey and review of the literature as well as the citing of the problems stated. The second part deals with fashioning a conceptual approach to addressing those challenges to schools, colleges, and departments of education noted in the first part of the article. This recommendation for infusion of teacher education programs with such an understanding is not meant to serve as an instructional sequence model. However, it is meant to serve as a request for readers to consider developing their own conceptual and operating models based upon the priorities they uniquely face and those voiced in this article. (Contains 142 references.) (Author/SM)

ED 442 742 SP 039 264

Snow, Mary B.
Comprehensive Review of the Nevada Competency Testing Program for Educational Personnel.
PUB DATE- 96

PUB DATE- 00
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Basketball; Foreign Countries; Grade 8; Junior High School Students; Junior High Schools; Learning Strategies; *Physical Education; Teaching Methods
IDENTIFIERS- *Situated Learning; *Teaching for Understanding

This paper presents an interpretation of student learning from a situated learning perspective, seeking to enhance approaches already employed in teaching games for understanding (TGfU) research. The analysis was designed to help identify three specific dimensions of situated learning in physical education: the perceptual-physical, social-interactive, and institutional-cultural, which have implications for the pedagogy of TGfU. The study describes what happened when a TGfU approach was implemented as part of a regular eighth-grade physical education program in basketball. Three vignettes based on critical incidents generated from observation, interview, and diary data illustrate various aspects of the situatedness of learning. Analysis of the vignettes showed that the constructs employed in cognitive, motor behavioral, and ecological approaches remained useful, but by themselves they provided incomplete explanations of learning to play games. Reworked within a situated perspective, the constructs provided theoretical tools for providing a more targeted approach to the pedagogy of TGfU. (Contains 27 references.) (SM)

ED 442 762 SP 039 288

Anfara, Vincent A., Jr.; Danin, Susan T.; Melvin, Kathy; Dillner, Harry
Traveling Road Show or Effective Professional Development? A Professional Development Science Project on Wheels.
PUB DATE- 00
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Uses in Education; Educational Improvement; *Educational Technology; *Faculty Development; Hands on Science; High Schools; *Inquiry; Inservice Teacher Education; Mobile Educational Services; *Science Education; *Science Teachers; Secondary School Teachers; State Standards; Teacher Improvement
IDENTIFIERS- *Delaware

This study evaluated a science professional development initiative developed by the Delaware State Department of Education, examining the nature of professional development activities, their effect on science classrooms, and their impact on teachers, students, and schools. The Science Van Project integrated technology and inquiry into Delaware's high school classrooms. Science Van visits consisted of a specialist who brought sets of laptop computers interfaced with electronic data-collecting probes or other hardware/equipment to teachers' classrooms. A typical classroom visit lasted 4-8 days. Specialists worked alongside teachers to demonstrate the proper

ED 442 782 SP 039 313

Career in Teaching Highlights.
PUB DATE- 00
NOTE- 6p.; A collaborative effort between the Rochester City School District and the Rochester Teachers Association.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Improvement; Elementary Secondary Education; Higher Education; *Internship Programs; *Mentors; Preservice Teacher Education; Public Schools; *Student Teachers; *Teacher Role; Teaching (Occupation)
IDENTIFIERS- *Rochester City School District NY

This booklet describes the Career in Teaching (CIT) Program, a collaborative effort between the Rochester City School District and the Rochester Teachers Association to revitalize instruction by creating a true professional for teachers. Central to the reform movement, CIT aims to improve student attainment by setting new expectations for teachers' roles in school organization, decentralizing district operations, and creating school communities accountable for change. The plan establishes four career levels: intern, resident, professional, and lead teacher. It believes that effective teaching: connects the student's world and content, celebrates the learning process, incorporates knowledge of human development, and offers a safe learning environment. CIT is directed by a 12-member panel with various responsibilities. This booklet provides information on: who qualifies to be an intern in the program; what kinds of lead teacher mentors there are; whether participation in the CIT program is optional; the intent of an internship; what types of support and assistance mentors provide; professional expectations for interns; and what happens at the end of an internship. (SM)

ED 442 783 SP 039 314

Quisenberry, Nancy L., Ed.; McIntyre, D. John, Ed.
Educators Healing Racism.
SPONS. AGENCY- Illinois Association of Teacher Educators.
PUB DATE- 99
NOTE- 159p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Beginning Teachers; Case Studies; Computer Uses in Education; Educational History; Educational Technology; Elementary Secondary Education; Equal Education; Family Involvement; Higher Education; Preservice Teacher Education; *Racial Bias; Racial Relations; School Culture; Social Influences; Student Teachers; *Teacher Role

This book presents a collection of essays on racism and the role of teachers in healing racism. There are three sections with nine papers. After an "Introduction" (D. John McIntyre), Section 1, "Historical Perspectives," includes: (1) "Racism in Education" (Gwendolyn Duhon Boudreaux, Rose Duhon-Sells, Alice Duhon-Ross, and Halloway C. Sells); and (2) "History of Racism: Social, Political, and Psychological Perspectives on Modernity" (H. Prentice Baptiste, Jr., James B. Boyer, Socorro Herrera, and Kevin Murry). Section 2, "Instructional Perspectives," includes (3) "Healing the Wounds of Instructional Racism" (Patricia Larke, Gwendolyn Webb-Johnson, Ronald Rochon, and the outcomes of the test. (Contains 12 tables and 6 figures.) (SLD)

ED 442 802 TM 031 220

Fenton, Ray; Straugh, Tom; Stofflet, Fred; Garrison, Steve
Improving the Validity and Reliability of Large Scale Writing Assessment.
PUB DATE- 00
NOTE- 51p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change; Elementary School Students; Intermediate Grades; *Scoring; Secondary Education; Secondary School Students; *Student Evaluation; *Test Construction; Training; *Validity; *Writing Tests
IDENTIFIERS- Anchorage School District AK; *Large Scale Assessment; Reform Efforts

This paper examines the efforts of the Anchorage School District, Alaska, to improve the validity of its writing assessment as a useful tool for the training of teachers and the characterization of the quality of student writing. The paper examines how a number of changes in the process and scoring of the Anchorage Writing Assessment affected the ability to generate consistent ratings of student work. Descriptive statistics from the 1997-1998 and 1999-2000 Anchorage writing assessments for grades 5, 7, and 9 are presented. The writing folio and teacher directions were changes to encourage teachers and students to follow the step-by-step process, encourage editing, and help students recall the traits of good writing. No special student preparation was made, but new prompts were developed, with two parallel prompts at each grade level. Allowing student choice of a prompt was a major change that was expected to have a positive effect on the quality of student writing. A more diverse group of raters and scorers was established, with a smaller proportion of teachers than before and less time for scorer training. In the 1999-2000 assessment, scorers were given anchor papers to improve consistency. The size of scoring groups was reduced, and scorers were given more positive feedback. Empirical results from the assessments show that the changes did not result in an increased reliability of scoring and did not improve the role that scores play as valid indicators of student performance as writers. Additional study will be necessary to achieve the assessments' goals. (Contains 32 tables and 28 references.) (SLD)

ED 442 803 TM 031 221

Can Philanthropy Fix Our Schools? Appraising Walter Annenberg's $500 Million Gift to Public Education. Case Studies: New York City by Raymond Domanico; Philadelphia by Carol Innerst; Chicago by Alexander Russo.
PUB DATE- 00
NOTE- 65p.; "Afterword by Chester E. Finn, Jr. and Marci Kanstoroom."
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Case Studies; Disadvantaged Youth; *Educational

approach that is amenable to both adaptive and mastery testing. Four aspects of CAST are discussed: (1) designing CAST test targets and specifications; (2) using automated test assembly to build the CAST forms; (3) security controls in CAST; and (4) large-scale data management considerations. (Contains 22 references.) (Author/SLD)

ED 442 824 TM 031 244

Heistad, Dave; Spicuzza, Rick
Measuring School Performance To Improve Student Achievement and To Reward Effective Programs.
PUB DATE- 00
NOTE- 49p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Accountability; Educational Improvement; Educational Planning; Effective Schools Research; Elementary Secondary Education; Evaluation Methods; *Measurement Techniques; Public Schools; *School Effectiveness; Urban Schools
IDENTIFIERS- *Minneapolis Public Schools MN; *Value Added Model

This paper describes the method that the Minneapolis Public School system (MPS), Minnesota, uses to measure school and student performance. MPS uses a multifaceted system that both captures and accounts for the complexity of a large urban school district. The system incorporates: (1) a hybrid model of critical indicators that report on level of performance, cross-cohort changes, growth or gain scores, and value-added measures; (2) specific standards, set in a collaborative manner by stakeholders and then aligned with MPS criteria and real-world consequences; and (3) a cycle of continuous school improvement planning. The system is an example of how value-added indicators can be, and should be, included in any fair accountability model designed to evaluate the effectiveness of schools. The expanded growth model addresses the differential balance of student characteristics across MPS schools. Evaluating the overall performance of schools based on a set of indicators allows the MPS to evaluate the effectiveness of the school district in meeting the needs of all its students. Continuous school improvement is based on detailed information reports provided to all school sites, the "School Information Reports." These documents set the stage for site-based analysis and planning. Appendixes contain a chart of the quality performance indicators, the MPS quality performance rubric, a graph displaying quality performance points, and a chart describing the school improvement planning cycle. (Contains 6 figures, 2 tables, and 23 references.) (SLD)

ED 442 825 TM 031 245

Reckase, Mark D.
The ACT/NAGB Standard Setting Process: How "Modified" Does It Have To Be before It Is No Longer a Modified-Angoff Process?
PUB DATE- 00
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English

Council on Measurement in Education (New Orleans, LA, April 25-27, 2000).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Academic Standards; *Civics; Classification; Cutting Scores; Elementary Secondary Education; *Feedback; *National Competency Tests; *Teachers; *Validity
IDENTIFIERS- *National Assessment of Educational Progress; *Standard Setting

This paper describes the feedback included in operational achievement level setting (ALS) procedures for the National Assessment of Educational Progress (NAEP). It does not describe the feedback form field trials, pilot studies, or other research studies related to the NAEP. The NAEP ALS process includes three rounds of item-by-item ratings, and feedback is provided after each round. This means that panelists have additional information to consider for subsequent rounds of ratings, but additional training is required for no more than one of two new forms of feedback for each round. Most of the feedback is aimed at increasing interjudge and intrajudge consistency. The types of feedback provided are: (1) cutscores and standard deviations; (2) student performance data; (3) interrater consistency data; (4) whole booklet data; (5) interrater consistency data, including "Reckase" charts of performance data; and (6) consequences data. The use of each type of feedback is discussed, and panelists' evaluations of the feedback provided are noted. Panelists' responses indicate high levels of understanding about and confidence in using the feedback. The Reckase charts appear to be a significant addition to the array of feedback information. (Contains 9 tables, 17 figures, and 22 references.) (SLD)

ED 442 845 TM 031 265

Hara, Noriko
Visualizing Tools To Analyze Online Conferences.
PUB DATE- 00
NOTE- 56p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; *Computer Mediated Communication; *Data Analysis; Higher Education; *Online Systems; *Visualization

Computer-mediated communication (CMC) is used in different contexts and uses different tools, such as those of computer conferencing, e-mail, and groupware. This article introduces the use of Formal Concept Analysis (FCA) as a methodology to visualize the data in CMC. FCA, which is based on a mathematical lattice theory, offers visual maps (graphs) with conceptual hierarchies. Combined with content analysis, FCA is proposed as a potential method for the analysis of CMC. In this study, three categories (social, cognitive, and metacognitive) from F. Henri's (1992) model for CMC content analysis were applied to FCA after a previous study used a content-analysis method based on Henri's model to convert data from a computer conference. On-line discussions (computer conferences) in an applied educational psychology course were analyzed. The theories of symbolic interactionism. The findings presented here relate to the assessment phase of the overall program and focus around a model of questions concerning social influences on assessment. Key aspects of the model are presented and illustrated with examples from the case study that informed it. The overall model and the analysis give rise to the question of what is involved in a teacher "knowing" a child for assessment purposes. The case study of one pupil over the years of elementary school education illustrates the exploration of this question. (Contains 26 references.) (SLD)

ED 442 866 TM 031 286

Finch, Holmes; Huynh, Huynh
Comparison of Similarity Measures in Cluster Analysis with Binary Data.
PUB DATE- 00
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Algorithms; *Cluster Analysis; Monte Carlo Methods; Responses; Sample Size; Simulation
IDENTIFIERS- *Binary Data Analysis; Dichotomous Variables; *Similarity (Concept)

One set of approaches to the problem of clustering with dichotomous data in cluster analysis (CA) was studied. The techniques developed for clustering with binary data involve calculating distances between observations based on the variables and then applying one of the standard CA algorithms to these distances. One of the groups of distances that are designed for binary data is known collectively as matching coefficients. There are several incarnations of matching coefficients, but all take as their main goal the measurement of response similarity between any two observations. Thus, distance and similarity come to express the same concept with respect to the observations. This study examined four measures of association that are common to four previous studies. Using Monte Carlo simulation, cluster analysis was conducted using the four distance measures. Under the conditions of this study, the four measures performed very much the same in terms of correctly classifying individuals into two clusters based on dichotomous variables. Another interesting result is that clustering solutions were virtually identical for samples of size 240 and 1,000. (Contains 6 tables, 6 figures, and 12 references.) (SLD)

ED 442 867 TM 031 287

Pan, Wei; Frank, Kenneth A.
On the Moments of the Product of Two Dependent Correlation Coefficients.
PUB DATE- 00
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Correlation; *Sample Size; Simulation; Social

*Stress Variables

The National Survey of America's Families (NSAF) includes several questions that can be used to assess sociodemographic risk. The NSAF is a national survey of more than 44,000 families, conducted as part of the Assessing the New Federalism project. Measures used to form an index of risk are: (1) single parenthood; (2) four or more children living in the child's household; (3) the lack of a high school diploma or general equivalency diploma by the child's parent; and (4) poverty. Children who experienced three or more risks were classified as having a high level of sociodemographic risk. Nationally in 1997, 8% of children under age 18 experienced high levels of sociodemographic risk. Among the 13 states studied, the proportion of children experiencing high risk ranged from 3 to 17%. Risk factors tended to co-occur; children who experienced one stressful factor were likely to experience others. About half of poor children experienced poverty plus one other risk factor, and 5% experienced all the risk factors. Children who experience high levels of sociodemographic risk are substantially more likely than other children to suffer negative outcomes, such as emotional and behavioral problems and difficulties in school. Implications of NSAF findings for the study of high-risk children are discussed. (SLD)

ED 442 886 UD 033 625

Ellison, Constance M.; Boykin, A. Wade; Towns, Donna Penn; Stokes, Almeta

Classroom Cultural Ecology: The Dynamics of Classroom Life in Schools Serving Low-Income African American Children.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 00

NOTE- 41p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Black Students; Classification; Discipline; *Educational Environment; Elementary Secondary Education; Focus Groups; *Low Income Groups; Protocol Analysis; *Teacher Characteristics; Teaching Methods; Urban Schools

IDENTIFIERS- African Americans; *Cultural Ecology

This study was conducted to gain descriptive insights into the routines, practices, perceptions, and interactions that make up the everyday ecology of classrooms serving African American children from low-income backgrounds. A taxonomic scheme was devised for examining the realities of what occurs in classrooms. The taxonomy identifies five dimensions of classroom life: (1) social/psychological relations; (2) technical core of instruction; (3) physical structure and organizational routines; (4) discipline and classroom management; and (5) attitudes, perceptions, and expectations. Protocols were obtained from classroom observations in 21 elementary classrooms, in which 52 observations yielded 150 hours of direct observation in grades 1 through 6. Thirty-seven students from these classrooms participated in focus groups. Findings show the importance of the teachers' personality and early morning demeanor in setting classroom tone and the usefulness of group instruction in averting disciplinary problems. Also highlighted were the teachers' tone of voice and nonverbal forms of disciplinary and management techniques. Students in focus groups showed generally positive attitudes toward their teachers, and their responses demonstrated the importance of teachers' language and communication styles.

Hammond, Shirley D.
The Mentor Program Handbook. One in a Series on Youth Development.
SPONS. AGENCY- Wisconsin State Dept. of Health and Family Services, Madison.
PUB DATE- 99
NOTE- 39p.; For the "Mentor's Guide," see UD 033 649.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; *Interpersonal Relationship; *Mentors; Program Development; Program Implementation; *Tutorial Programs; Urban Youth; *Volunteers

This guidebook has been compiled to help school staff and community volunteers implement one-to-one friendships with students needing special attention. High-need disadvantaged youth, talented and gifted students, and adolescents having a temporarily difficult time in their lives can all benefit from mentoring. The mentor program for which this guide was originally developed was planned for middle school students, but has been adapted for elementary and high school partnerships with community organizations. Topics covered include: (1) steps for starting a mentoring program; (2) questions about mentoring; (3) how a mentor can help; (4) essential elements of a successful mentor program; (5) qualifications and responsibilities of key players in a mentor program; (6) an agenda for mentor orientation and training sessions; (7) guidelines for meetings and gathering; and (8) program implementation guidelines. A sample mentor's agreement and sample forms for a mentoring program are included. (SLD)

ED 442 907 UD 033 649

Hammond, Shirley D.
The Mentor's Guide. One in a Series on Youth Development.
SPONS. AGENCY- Wisconsin State Dept. of Health and Family Services, Madison.
PUB DATE- 99
NOTE- 30p.; For the "Mentor Program Handbook," see UD 033 648.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Interpersonal Relationship; *Mentors; Program Development; Program Implementation; *Tutorial Programs; Urban Youth; *Volunteers

This handbook has been developed to offer guidelines and suggestions to volunteers in mentoring programs to help them strengthen the mentoring relationship. The program for which the handbook was designed, the Mentor/Tutor Network in Madison, Wisconsin, has evolved into a comprehensive support system for schools to collaborate with community groups to pair adult volunteers with struggling students. The topics covered in this guide include: (1) history of the mentoring program; (2) expectations for mentors; (3) what students say; (4) what mentors say; (5) ideas for outings; (6) when you are an adult friend of a struggling student; (7) helpful hints for mentors; (8) steps toward positive interaction with youth; (9) discussion of students with needs for extra support; (10) considerations in mentoring students from different

Comp.
Open Universities in India 2000: Brief Information.
PUB DATE- 00
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- College Programs; *Distance Education; Foreign Countries; Higher Education; *Open Universities; *School Statistics
IDENTIFIERS- *India

This report contains information on the following open universities in India: (1) Indira Gandhi National Open University; (2) Dr. B.R. Ambedkar Open University; (3) Kota Open University; (4) Nalanda Open University; (5) Yashwantrao Chavan Maharashtra Open University; (6) Madhya Pradesh Bhoj (Open) University; (7) Dr. Babasaheb Ambedkar Open University; (8) Karnataka State Open University; (9) Netaji Subhas Open University; and (10) U.P. Rajarshi Tandon Open University. Each entry includes: year of establishment; headquarters location; name of the Vice-Chancellor; statistical information on numbers of programs, courses, students registered, students on rolls, registration centers, study centers, academic counselors, students awarded degrees, audio programs, video programs, and staff; address for communication; and programs offered. A summary sheet cumulates the statistical information for all of the universities. (MES)

ED 442 473 IR 020 337

Rausaria, R.R., Ed.; Lele, Nalini A., Ed.; Bhushan, Bharat, Ed.
Norms and Standards for Computer Education (MCA, BCA) through Distance Mode.
PUB DATE- 99
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Standards; Bachelors Degrees; *Computer Science Education; Correspondence Schools; *Distance Education; Foreign Countries; Higher Education; Masters Degrees; Open Universities; *Program Design
IDENTIFIERS- India

This document presents the norms and standards for computer education in India through distance mode, including the Masters in Computer Applications (MCA) and Bachelor in Computer Applications (BCA) programs. These norms and standards were considered and approved by the Distance Education Council, Indira Gandhi National Open University (India), at its 12th meeting held in December 1996. The following topics are addressed: curriculum design; eligibility criteria; admission procedure; duration; the measure of a course/program; modularity in programs; class size; teaching and learning strategies; nature of institutions; learning resources; student support services; delivery mechanism; evaluation; faculty; fee structure; content structure, instructional inputs, and processes; pre-counseling and career guidance; general considerations for evaluating the suitability of a computer education program such as the MCA or BCA; counselor training; infrastructural facility requirements; library; the BCA; and monitoring and performance review. A list of open universities and correspondence course institutions in India is included. (MES) higher education reform and outlines the Clinton Administration's major proposals and philosophy. It discusses the impact of these reforms on the community college's large nontraditional student population. Chapter 2 situates the community college within an ideological battleground of negative public imagery and political vulnerability and shows how students, especially returning women, are affected. A theoretical and methodological repositioning occurs in the chapter. It discusses insights from critical educational theory, critical pedagogy, and classroom research to provide a framework for insider research. Chapter 3 identifies the site of the research and addresses methodological practices. It informs the reader of the author's Brazilian living and teaching experiences and how this background influences her work. Chapter 4 describes the community college culture and documents students' everyday lives and educational experiences. Chapter 5 addresses the experiment of applying the insights of critical educational theory and pedagogy in sociology courses. It discusses how she grounded the theory and reports student reactions. Chapter 6 outlines the feminist tenets that served as the framework for the classroom outside the classroom and records the perspectives of community college returning women students in the group. Chapter 7 returns to macro-sociological analysis. It discusses the ways in which the community college can better serve student needs both structurally and instructionally. The chapter coins the concept of "critical mainstreaming" as a way that this can be accomplished. (Contains 195 references.) (VWC)

ED 442 494 JC 000 417

Laanan, Frankie Santos
Beyond Transfer Shock: Dimensions of Transfer Students' Adjustment.
PUB DATE- 00
NOTE- 62p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Transfer Students; *Community Colleges; Emotional Adjustment; Higher Education; *Honors Curriculum; Relocation; Social Adjustment; State Universities; *Student Adjustment; *Transfer Programs
IDENTIFIERS- University of California Los Angeles

This study examined the adjustment process of 727 students who transferred to the University of California, Los Angeles (UCLA) in fall 1994 or fall 1995. The Transfer Students' Questionnaire (TSQ) was organized into three main sections: social demographics, perceptions of the community college experience, and perception of the UCLA experience. The methodology compares the responses of the students who had participated in honors programs at their community colleges (TAP students) with those students who had not participated in one of these programs (non-TAP students). The study found that TAP students tend to be white, younger, come from families with higher parental education attainment and income levels, and have higher degree aspirations than their non-TAP counterparts. At the community college, TAP students had higher GPAs and were more likely to spend their free time engaging in extracurricular activities, while non-TAP students were more likely to spend their free time reading for pleasure or doing independent research. Also

IDENTIFIERS- *California

The report presents the Adult Basic Education (ABE) 321/326 California learning progress and goal attainment data for fiscal year 1998-99. Chapter 1 introduces an overview of adult basic education in California and contains information about ABE 321/326 federal programs and the Comprehensive Adult Student Assessment System (CASES). It discusses learner population, instruments, and data collection methods. Chapter 2 provides information about program services and individuals served based on data from learners enrolled in these programs during the census period of September 1-October 31, 1998. Chapter 3 provides information about program services and individuals served in the Local Agency Population: Adult Schools, Community Colleges, Community-Based Organizations, Library Literacy programs, County Offices of Education, and Jail programs. Chapter 4 provides information about local agency learners' goal attainment, which includes learners' enrollment status, progress, and results, as well as their reasons for leaving early. It focuses on the changes that occurred for learners during the instructional period. Chapter 5 discusses learner characteristic data regarding gender, ethnic background, native language, age, years of education, and highest degree earned. Chapter 6 provides information about test scores and learning gains. Chapter 7 provides information about program services, which includes the time of day classes met, the number of students in each class, the number of hours the class met each week, classroom support, the emphasis of classroom instruction, primary instructional setting, and primary physical setting. Chapter 8 provides information about program services, individuals served, and goal attainment in four state agency ABE 321/326 programs. Chapter 9 provides information about program services, individuals served, and goal attainment for the California special education population. Chapter 10 looks at implications of report results for future data collection efforts. (Includes appendices.) (VWC)

ED 442 514 JC 000 440

The Breckenridge Experience: Reframing the Conversation about Student Success. A Discussion Paper.
PUB DATE- 00
NOTE- 17p.; Based on an invitational working colloquium, "The Breckenridge Experience" (Ann Arbor, MI, July 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Accountability; *Community Colleges; Educational Assessment; *Educational Trends; Futures (of Society); Long Range Planning; *Policy Formation; *Success; *Systems Analysis; Two Year Colleges

The paper addresses the following controversial issues between colleges and their external stakeholders: defining and measuring student success, developmental education, and accountability. Given a variety of educational goals by individual learners, community colleges need to create a system of multiple measures to define student success. An important new way of measuring student performance is student goal attainment. Furthermore, a redefinition of "completion" would permit colleges to track incremental learning or skill acquisition by acknowledging the completion of "chunks" or modules within programs. The purpose of developmental education is to provide all students with the skills necessary to succeed, regardless of their diverse needs and goals. An phonology, lexical forms, and grammatical forms; and (4) imitation, including spontaneous and elicited. The social/emotional profile addresses: (1) relational behaviors, including attachment, adults, and peers; (2) self awareness/expression, including emotional reactions, egocentrism, and independence/dependence; and (3) social conventions, including play with others, compliance with rules, and responsibility. The motor profile addresses: (1) fine motor, including grasp, reach, and object manipulation; (2) posture/balance, including head control, sit, and stand; (3) locomotion, including crawling, walking/running, and climbing; and (4) active motor, including throwing, jumping, and kicking. The adaptive functioning profile addresses: (1) eating; (2) self care, including toileting, dressing, and grooming; (3) clean up; and (4) daily living skills. (SD)

ED 442 534 PS 026 153

Miller, Laurie; Anderson, Candice
Empowering Parents: Developing Support, Leadership, Advocacy, and Activism. Child Care Action Campaign Issue Brief #2.
PUB DATE- 96
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Agents; *Child Advocacy; Day Care; Elementary Education; Leadership; Low Income Groups; Parent Education; *Parent Empowerment; *Parent Participation; Parent School Relationship; *Parents; Preschool Education
IDENTIFIERS- Parent Services Project CA

This report from a 1995 Child Care Action Campaign national audioconference examines approaches to empowering parents through developing support, leadership, advocacy, and activism to better enable low-income parents to become effective change agents. The report describes the experiences of three parent programs, which found that parents typically help their children first, recognize the interests they share with other parents, and then take an increasingly active role in programs, institutions, and public policies that directly influence their lives. The first program described, the Parent Services Project (California), offers low-income parents the opportunity to take responsibility for organizing social and educational activities and managing resources to carry them out. This program confirms to the child care center staff that parents are assets to their children's development. The second program, Parent Leadership Institute (Connecticut), trains parents to work as community activists and child advocates in school systems and local government. Parents who participated in this 9-month training program have raised funds and organized courses for parents in their children's schools, and have effectively dealt with city government officials to rectify dangerous situations in the school. The third program, Parents United for Child Care (Massachusetts), has organized 1,500 parents to identify, lobby for, and pursue specific improvements in child care funding and programs to meet their family needs. This group has expanded school-age child care, developed and expanded care and education for preschool children, and increased child care funding for welfare recipients and working poor participants in education and training. (KB)

ED 442 535 PS 026 155

brief are as follows: (1) fathers can be involved with their children in more roles than just the provider role; (2) quality counts; (3) different styles of parent-child interaction can contribute in important ways to children's healthy development; and (4) dads are not just substitute moms. The bulk of the report discusses dad as: economic provider; friend and playmate; caregiver; teacher and role model; monitor and disciplinarian; protector; advocate; and resource. (EV)

ED 442 553 PS 028 594

Flynn, Margaret
Using TANF To Finance Out-of-School Time and Community School Initiatives. Strategy Brief, Volume 1, Number 2. Tools for Out-of-School Time and Community School Initiatives.
SPONS. AGENCY- DeWitt Wallace/Reader's Digest Fund, Pleasantville, NY.; Mott (C.S.) Foundation, Flint, MI.; Afterschool Alliance, Washington, DC.
PUB DATE- 99
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *After School Programs; Block Grants; Community Schools; Elementary Secondary Education; *Financial Support; Program Descriptions; Public Policy; *School Recreational Programs; *State Federal Aid; State Programs
IDENTIFIERS- *Temporary Assistance for Needy Families

The Temporary Assistance for Needy Families (TANF) block grant has great potential for funding out-of-school time and community school initiatives. While the flexibility that states have in allocating TANF funds presents significant opportunity for innovation, it also presents a dizzying array of policy options. This strategy brief presents general considerations for using TANF to support out-of-school time and community school initiatives. The brief explores three strategies for using TANF funding, discusses considerations for the use of each strategy, and provides examples of innovative state approaches. (Contains 16 resources.) (EV)

ED 442 554 PS 028 595

Langford, Barbara Hanson
Maximizing Federal Food and Nutrition Funds for Out-of-School Time and Community School Initiatives. Strategy Brief, Volume 1, Number 3. Tools for Out-of-School Time and Community School Initiatives.
SPONS. AGENCY- DeWitt Wallace/Reader's Digest Fund, Pleasantville, NY.
PUB DATE- 00
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *After School Programs; *Breakfast Programs; Community Schools; Elementary Secondary Education; *Federal Aid; Federal Programs; *Financial Support; *Lunch Programs; School Recreational Programs

reports, student portfolios, discussions with other teachers, and test scores. Data revealed that the students had problems with poor listening, off-task behavior, high levels of dependency on older peers within the class, disruptive behavior due to high frustration levels, low participation in classroom activities, and inability to make transitions successfully from group to independent activities. An examination of curriculum content and instructional strategies revealed few opportunities for students to make choices, no integration of the desired social skills in the curriculum, ineffective team-building strategies, and inappropriate implementation of individual monitoring plans. Two interventions were selected: a revised and enhanced approach to implementing the Second Step Program (Committee for Children), and a mandatory staff development workshop that focused on instructional strategies and curriculum enhancements to more effectively develop students' personal and social skills. Post-intervention data indicated an improvement in the students' transfer of social skills in daily real-life situations, an improvement in their approach to resolving conflicts, and an increase in their ability to work cooperatively. (Seven appendices include checklists and questionnaires. Contains 31 references.) (EV)

ED 442 572 PS 028 663

Gore, Scott W.
Enhancing Students Emotional Intelligence and Social Adeptness.
PUB DATE- 00
NOTE- 78p.; Master's Action Research Project, Saint Xavier University and SkyLight Professional Development Field-Based Masters Program.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Action Research; Behavior Change; Change Strategies; Conflict Resolution; Cooperation; Empathy; Grade 6; *Interpersonal Competence; *Middle School Students; Middle Schools; Program Effectiveness; *Social Cognition
IDENTIFIERS- Emotional Expression; *Emotional Intelligence

This action research project implemented and evaluated a curriculum designed to help students with varying degrees of emotional intelligence improve their social adeptness. The targeted population consisted of sixth-grade students in a large urban setting in central Illinois. The students' levels of social ineptness were determined and documented via data collected from various instruments: teacher observation checklists, behavior records, student questionnaires, and reflective journal writing. Analysis of probable causes data revealed that students lack interpersonal skills related to: communicating feelings effectively, empathizing with others, working cooperatively with others, and handling conflict with poise. A review of solution strategies combined with an analysis of the problem setting resulted in a 16-week intervention focusing on five components of emotional intelligence: cooperation, communication, expression of feelings, appreciation of diversity, and conflict resolution. Each topic was covered twice a week over 2 weeks, then revisited for 1 week each. The final week was devoted to conducting final assessments. Post-intervention data indicated an overall improvement in the number of students displaying exemplary interpersonal social skills in the classroom setting. Twenty-six appendices include a discipline record form, student questionnaire, teacher observation checklist, and instructional

ED 442 590 PS 028 698

Rodriguez, M. Victoria
Home Literacy in the Everyday Life of Three Dominican Families.
PUB DATE- 00
NOTE- 18p.; Paper presented at the Annual Conference of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Beginning Reading; *Dominicans; *Emergent Literacy; *Environmental Influences; Family Environment; *Hispanic Americans; *Literacy Education; Mothers; Peer Relationship; Play; *Preschool Children; Preschool Education; Siblings; Television
IDENTIFIERS- Print Awareness

This study examined how 3 Dominican children, ages 2 to 4 years old explore reading and writing in the context of their everyday lives and how adults and older siblings socialize young children into literacy. Data were collected during a school year. Each participant was observed 3 times a week for 2 hours per session, totaling approximately 200 hours for the year. Literacy events were defined as any reading or writing activity utilizing literacy artifacts, such as magazines, children's books, mail, paper, and pencils, initiated by anyone in the presence of the participant children. The researcher took notes, audiotaped the talk about significant literacy events, and talked with the mothers about their literacy experiences with their children. Findings indicated that the young participants initiated the interaction with print most of the time and tried to engage their mothers or siblings in the literacy events. In addition, they explored literacy while they engaged in everyday activities such as watching television, listening to music, singing, and playing. Print was not only mediated by their mothers, siblings, and friends, but also by today's available media, mainly television and music, and also by play. (Author/HTH)

ED 442 591 PS 028 699

Reiff, Judith C.; Neuharth-Pritchett, Stacey; Pearson, Carol A.
Understanding Diversity: How Do Early Childhood Preservice Educators Construct Their Definitions of Diversity.
PUB DATE- 00
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *Definitions; *Diversity (Student); Early Childhood Education; Educational Practices; Higher Education; Knowledge Level; *Multicultural Education; *Preservice Teachers; *Student Attitudes; Teacher Education

Because of the increasing diversity of ethnic, cultural, religious, and socioeconomic groups in public schools, the preparation of teachers for multiethnic, multicultural settings is a critical issue facing teacher educators. This study investigated preservice early childhood education students' definitions of multicultural education, sources of information by the Black Leadership Caucus of the General Assembly, lists eight effective strategies for teaching African American students and notes related research and examples of possible actions. A section on effective strategies for teaching Native American students was endorsed by the Office of Indian Education. Brief descriptions and contact information are provided for 28 programs proven effective with American Indian students. A section on programs validated by the NDN profiles 22 programs, including grade level, resources needed, areas addressed, and a brief description. The final section presents 35 programs and strategies supported by research and positive anecdotal evidence. Grade level, resources needed, areas addressed, and descriptions of varying length are included. (SV)

ED 442 609 RC 022 496

Egan, Rita
Gender Differences in Central Appalachian Students' Attitudes towards Poverty, Welfare and Work.
PUB DATE- 00
NOTE- 11p.; Paper presented at the Conference of the Center for the Study of Ethnicity and Gender in Appalachia in the discussion "Piecing It Together: Ethnicity and Gender in Appalachia" (Huntington, WV, March 3-5, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; Education Majors; Females; Higher Education; Males; *Poverty; Rural Youth; *Sex Differences; *Social Attitudes; *Student Attitudes; Student Surveys; Welfare Recipients; Work Attitudes
IDENTIFIERS- Appalachia (Central); Kentucky (East); *Welfare Reform

This paper reports on attitudes toward welfare and poverty among male and female students at a university in rural eastern Kentucky. The area has high poverty rates and low educational and employment levels, particularly among women. A 60-statement survey covering a wide range of social issues was completed by 390 undergraduates. About two-thirds of respondents were women, 81 percent were under 25, about half were education majors, and about half came from the university's service region of eastern Kentucky counties. Among seven categories covered by the survey, the greatest gender differences in attitude were found for questions about race; welfare, work, and poverty; and politics. The results demonstrate that students drawn from a region of socioeconomic deprivation had a high resistance to welfare as a means of supporting poor families. Overall, there was considerable support for the government's efforts to move welfare recipients from welfare to work, but also skepticism about the availability of jobs and the remuneration received. Over half of students believed that the government has a role in alleviating suffering in this region. Women were generally more sympathetic to the plight of the poor than men. Although some females felt strongly that even mothers with small children should work, most respondents were concerned that welfare policies should not have adverse effects on children. (Contains 21 references.) (SV)

ED 442 610 RC 022 497

Howley-Rowe, Caitlin
Evaluation of AEL CSRD Electronic Forums.
SPONS. AGENCY- Office of Educational Research and Improvement

literacy. This paper describes an investigation meant to assess the influence of a person's understanding of the nature of science on his or her decision-making regarding science- and technology-based issues, and to delineate the factors and reasoning people use when making these types of decisions. The decision-making processes of a group of college professors and a group of research scientists who held disparate understandings of the nature of science were examined. Results indicate that there were few differences in the factors influencing the two groups' decisions on complex, controversial science- and technology-based issues, and factors associated with the nature of science played an insignificant role for a minority of the respondents and no clear role for the majority. The questionnaires and responses are appended. (Contains 45 references.) (WRM)

ED 442 629 SE 063 543

Robblee, Karen M.; Garik, Peter; Abegg, Gerald L.; Faux, Russell; Horwitz, Paul
Using Computer Visualization Models in High School Chemistry: The Role of Teacher Beliefs.
PUB DATE- 00
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Atomic Structure; Chemistry; Computer Simulation; *Computer Uses in Education; High Schools; Molecular Structure; Quantum Mechanics; Science Education; *Science Teachers; *Teacher Attitudes; Teacher Behavior; *Teacher Characteristics; *Teaching Methods; Teaching Styles; Visualization

This paper discusses the role of high school chemistry teachers' beliefs in implementing computer visualization software to teach atomic and molecular structure from a quantum mechanical perspective. The informants in this study were four high school chemistry teachers with comparable academic and professional backgrounds. These teachers received training on the use of software applications and the underlying scientific concepts, expressed commitment to using the software with their classes, and taught students at the same academic level. All of the participants used the software to teach concepts related to atomic and molecular structure. Their instructional approaches ranged from superficial fact-based activities to in-depth student investigations and presentations. Evidence suggests that the teachers' beliefs and personal goals shaped their decisions on how to use the software. Beliefs related to the teachers' views about how students learn and their own roles as teachers had the greatest influence on pedagogical decisions. This paper describes the instructional strategies and the implied and stated rationales of participating teachers, and develops a theory of a relationship between teachers' beliefs and practices when implementing interactive computer models. (Contains 56 references.) (Author/WRM)

ED 442 630 SE 063 549

Loughran, John; Gunstone, Richard; Berry, Amanda; Milroy, Philippa; Mulhall, Pam
Science Cases in Action: Developing an Understanding of Science Teachers' Pedagogical Content Knowledge.

technology methods class at The Ohio State University--Columbus that was designed to challenge students' assumptions about teaching, students, and schools while engaging students in study of their own activity and reflective writing. The course experience suggests that teaching about complex issues related to practice (such as classroom management) should be structured over substantial periods of time and across multiple settings and tasks. (WRM)

ED 442 656 SE 063 758

XY Encounter: A Mathematical Adventure. Videotape .
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 00
NOTE- 0p.; For Teacher's Guide, see SE 063 759.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100)
DESCRIPTORS- Elementary Education; *Fractions; *Geometry; *Graphs; Mathematics Activities; *Mathematics Instruction; Middle Schools; *Number Concepts; Problem Solving; Videotape Recordings

This video offers an exciting four-part adventure about two teenage sleuths who discover the presence of an alien below New York City. As they try to make contact with the alien, they are confronted with a series of mathematical challenges that test their knowledge of the content strands recommended by the National Council of Teachers of Mathematics (NCTM) that include coordinate graphing, measurement and geometry, number patterns, and fractions. The video is closed-captioned and 27 minutes long. (ASK)

ED 442 657 SE 063 759

XY Encounter: A Mathematical Adventure. A Teacher's Guide to Student Discovery through Inquiry.
PUB DATE- 00
NOTE- 32p.; For XY Encounter videotape, see SE 063 758.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Education; *Fractions; *Geometry; *Graphs; Mathematics Activities; *Mathematics Instruction; Middle Schools; *Number Concepts; Problem Solving; Teaching Guides

This print guide to the "XY Encounter" video offers an exciting four-part adventure about two teenage sleuths who discover the presence of an alien below New York City, and expands upon themes presented in the video. As the students try to make contact with the alien, they are confronted with a series of mathematical challenges that test their knowledge of the content strands recommended by the National Council of Teachers of Mathematics (NCTM) that include coordinate graphing, measurement and geometry, number patterns, and fractions. This guide features plot summaries, a listing of related standards, suggested video "stop" points to allow time for students to help solve the clues for finding the alien, reproducible activity sheets, and extension ideas. (ASK)

ED 442 658 SE 063 761

Chazan, Daniel

Historic Sites; *Outdoor Education; *Parks; *Recreational
Facilities; *Social Studies
IDENTIFIERS- National Park Service; Park Rangers

This booklet (or "Junior Ranger Handbook") was designed to help children 4 to 12 years of age learn about the National Park Service and the Big South Fork National River and Recreation Area (Tennessee). The booklet offers activities and questions about the park; answers may be found by using the Big South Fork Web site (http://www.nps.gov/biso/). The hope is that these activities and questions will prepare children and their parents for a future visit to the Big South Fork National River and Recreation Area. By completing activities in the booklet children can qualify for a "Junior Ranger Badge and Certificate." (BT)

ED 442 681　　　　SO 031 271

McMurray, Foster
Philosophy of Public Education.
PUB DATE- 00
NOTE- 294p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Definitions; *Educational History; *Educational Objectives; *Educational Philosophy; Educational Practices; *Educational Theories; Elementary Secondary Education; *Intellectual Disciplines; *Learning
IDENTIFIERS- Professional Concerns

This document begins by considering the controversy over just how to define philosophy of education, and how to establish its legitimate domain and the range of its inquiries. The issue is a question of whether educational philosophy is to be conceived as a practical discipline, or as a theoretical discipline. The document continues by discussing other questions and problems in the philosophy of education. Following a preface and a bibliography of the author, the document is divided into the following chapters: (1) "Defining Philosophy of Education"; (2) "Non-partisan Educational Theory"; (3) "The Function of the Formal School"; (4) "Educational Aims"; (5) "Education as Cultivation of Mind"; (6) "Mind and Educational Process"; (7) "Equality, Status, and Society"; (8) "The Curriculum, Confidence, and Tension"; (9) "Experiencing Value"; and (10) "Reasons for Learning." (Contains 27 references.) (BT)

ED 442 682　　　　SO 031 322

Blackburn, Marc K.
Gold Fever! Seattle Outfits the Klondike Gold Rush. Teaching with Historic Places.
PUB DATE- 99
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Foreign Countries; Historic Sites; *Local History; Primary Sources; Secondary Education; Social Studies; *United States History; *Urban Areas; *Urban Culture
IDENTIFIERS- Canada; *Klondike Gold Rush; National Register of Historic Places; *Washington (Seattle); Westward Movement (United States)

as well as creating alternative or additional classification categories. In addition, a quantitative assessment should be developed that could evaluate how well a teaching methodology influenced the learning process and the outcome achieved by the students. (Contains several illustrations and 27 references.) (BT)

ED 442 703   SO 031 787

Bednarz, Sarah Witham, Ed.; Bednarz, Robert S., Ed.
Social Science on the Frontier: New Horizons in History and Geography. The Social Science Education Consortium Conference Series, Volume 1.
PUB DATE- 00
NOTE- 96p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Curriculum Development; Elementary Secondary Education; *Geography; Higher Education; *History; *Professional Development; *Scholarship; Social Studies; Teacher Education
IDENTIFIERS- Research Integration

This collection of essays examines recent scholarship in history and geography. The readings are for teachers, teacher educators, curriculum coordinators, and developers of curriculum materials. Following a foreword by the series editors, Matthew T. Downey and Joseph P. Stoltman, the essays are: (1) "At Play with Education and History" (Elliott West); (2) "The Topography of Geography: Some Trends in Human Geographic Thinking" (William E. Riebsame); (3) "Implications of New Research and Scholarship in History and Geography for Inservice Teacher Professional Development" (Ruth O. Selig); (4) "Implications of New Research and Scholarship in Geography for K-12 Curriculum Development" (Mary E. Haas); (5) "At Play with Curriculum Development in History" (John Allen Rossi); and (6) "The Implications of New Research and Scholarship in History and Geography for Undergraduate and Teacher Education" (Phil Klein; Fritz Fischer). (Each essay contains references.) (BT)

ED 442 704   SO 031 820

WEEA Digest on Education Assessment.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 00
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Accountability; *Cognitive Style; Disabilities; Elementary Secondary Education; *Evaluation Methods; *Gender Issues; *School Culture; *Student Evaluation; Student Experience

The March 2000 WEEA Digest contains two articles. The first, "Honoring Ways of Knowing" (A. Lin Goodwin) mentions that notions of "educational excellence" or "education for all" are too seldom actualized because such conversations often sidestep the reality of inequitable educational practices. Voluminous data exist that articulate how schools help to structure inequality. This digest begins with a brief summary of school experiences of children of color and girls in an effort to make known the ways that schools structure inequality and educators' (and society's) unrelenting low and limiting expectations for and parent-teacher groups in the U.S. South from the late 1890s, when the NACW and PTA were founded, to the organization of the National Congress of Colored Parents and Teachers (NCCPT) in the late 1920s. The paper examines efforts undertaken in the segregated schools of the South and reveals how black parent-teacher groups and women's clubs supported education and worked with national associations to secure educational goals. It argues that black PTAs, unlike their white counterparts, were central to the establishment of a school system for African Americans in the South and were unified by a political agenda to promote integrated schools and interracial cooperation. The paper notes that parent-teacher groups in black and white schools had different attitudes in black schools. No distinction was made between parents and teachers. The focus was on the work to be done, while in white schools the focus was on cooperation between constituencies. (Contains a table and 106 notes.) (BT)

ED 442 723 SO 031 880

King, Edith W.
Looking into the Lives of Children for Inspirational Peace-Building.
PUB DATE- 00
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Labor; *Children; *Childrens Rights; Foreign Countries; *Global Approach; *Peace; *Social Change; Violence; War
IDENTIFIERS- Boulding (Elise); Brazil; *Childhood Experiences; Global Issues; Kuwait; *Peace Education

This paper considers strategies that have been put into place for peace education around the world. The paper discusses the street children of Brazil who are being rescued from violence by individuals following the philosophy of Paulo Freire. The paper examines the impact of the Iraqi invasion on children and families in Kuwait. It concludes by recommending the works of Professor Elise Boulding, especially her book, "Children's Rights and the Wheel of Life" (1979), an important contribution to family and child studies. (BT)

ED 442 724 SO 031 881

Conway, Colleen
The Case Method and Teacher Education in the Arts.
PUB DATE- 00
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Case Method (Teaching Technique); Cooperative Learning; Experiential Learning; Higher Education; Knowledge Base for Teaching; Literature Reviews; *Methods Courses; *Music Education; *Music Teachers; Preservice Teacher Education;

NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Beginning Teachers; Elementary Secondary Education; Knowledge Base for Teaching; Program Evaluation; *Teacher Certification; *Teacher Competencies; *Teacher Competency Testing; Teaching Skills
IDENTIFIERS- *Competency Tests; Nevada; Teacher Knowledge

The comprehensive review of Nevada's Competency Testing Program for Educational Personnel grew out of a study which followed a cohort of new teachers over 2 years to determine their test-taking experiences. Results suggested a need to investigate the program and its scope, implementation problems, and relation to other educational entities such as districts, universities, and teacher associations. The work described in this report occurred during the 1995-96 school year. The study included three parts. The first section: (1) examined total numbers of each Nevada endorsement issued on initial licenses within the last 3 years and endorsements for which there were corresponding validated competency tests; and (2) reviewed passing scores for nine specialty-area tests. The second section described discussions by ad hoc committees representing varied perspectives on two program problems (communication and study materials/diagnostic information). The third section discussed ways to work together to help districts with recruitment and hiring and the Department with licensing. Findings are presented. Four appendixes include: (1) plans for comprehensive review of the Nevada Competency Testing Program for Educational Personnel; (2) the Competency Testing Review Committee; (3) the Northern Ad Hoc and Southern Ad Hoc Committees; and (4) participants at the Meeting of District Personnel Officers and Department Staff. (SM)

ED 442 743 SP 039 265

Petrello, Nora
Can Ability Grouping Help Educators Meet Higher Educational Standards?
PUB DATE- 00
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Ability Grouping; *Academic Achievement; Academic Standards; Elementary Education; Elementary School Students; Elementary School Teachers; *Heterogeneous Grouping; *Homogeneous Grouping; Teacher Attitudes
IDENTIFIERS- *Heterogeneous Classrooms

This paper presents different perspectives on homogeneous and heterogeneous ability grouping of students on an elementary school level. The teachers and administrators were surveyed to discover their preferences and attitudes toward homogeneous and heterogeneous class design and ability grouping within the classroom. Many journal articles advocated heterogeneous grouping. Teachers, however, advocated homogeneous grouping. Additionally, three ability groups (high, middle, and low) were examined to see whether each individual group benefited from heterogeneous or homogeneous grouping. Results found that the lower ability group benefited the most from heterogeneous designs and ability grouping. (Contains 10 references.) (Author/SM)

ED 442 744 SP 039 267

use of technology and to model best practice pedagogy. Students used the technology to conduct scientific investigation. To be eligible for Science Van visits, teachers had to participate in project workshops. Data from surveys, interviews, observations, and pretests/posttests of teachers and students indicated that the project effectively incorporated the five elements of professional development. Teachers reported increases in areas specifically targeted by the professional development and in their knowledge of state content standards. They gave the Science Van program high ratings in effectiveness. Students reported liking the Science Van visits very much. They believed that their understanding of science content and of designing and conducting experiments improved. (Contains 13 references.) (SM)

ED 442 763 SP 039 289

Margerum-Leys, Jon; Marx, Ronald W.
Teacher Knowledge of Educational Technology: A Study of Student Teacher/Mentor Teacher Pairs.
SPONS. AGENCY- Spencer Foundation, Chicago, IL.
PUB DATE- 00
NOTE- 64p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; Computer Uses in Education; *Educational Technology; Elementary Secondary Education; Higher Education; Knowledge Base for Teaching; *Mentors; *Pedagogical Content Knowledge; Preservice Teacher Education; *Student Teachers; Time Factors (Learning)
IDENTIFIERS- Knowledge Acquisition; *Subject Content Knowledge; *Teacher Knowledge

This study examined how the teacher's role is dependent on what they know and how what they know is affected by how they learn, focusing on the acquisition of knowledge regarding educational technology by student teachers and their mentors. The study emphasized three types of educational technology knowledge: content knowledge, pedagogical knowledge, and pedagogical content knowledge. Participants were three experienced middle school classroom teachers and their three student teachers. They worked in a school that had reasonable amounts of technological equipment. Data sources included field notes from classroom observations and teacher conversations and transcripts from semi-structured interviews. Data analysis indicated that while university coursework was useful for acquiring content knowledge, pedagogical knowledge and pedagogical content knowledge were more readily acquired within the teaching context. Student teachers brought with them current content knowledge of technology. Mentor teachers served as pedagogical guides in the process of acquiring educational technology pedagogical and pedagogical content knowledge. Lack of time and difficulty with classroom management were obstacles to acquiring educational technology knowledge. (Contains 41 references.) (SM)

ED 442 764 SP 039 290

Imbimbo, Josephine; Silvernail, David
Prepared To Teach? Key Findings of the New York City Teacher Survey. Policy and Research Series.

Mary Anderson); (4) "Family Involvement: Empowering Families To Heal Racism" (Phyllis Y. Hammonds and Cathy Gutierrez-Gomez); (5) "Dealing with Issues of Racism in the Classroom: Preservice and Beginning Teachers" (Norvella P. Carter, Anne Gayles-Felton, Robert Hilliard, and Larry A. Vold); (6) "Issues in Healing Racism in Teaching and Teacher Education: A Case Studies Approach" (Fredda D. Carroll, Carol Felder, and Phyllis Y. Hammonds); and (7) "Beyond Instructional Racism: The Integrative Curriculum of Brown Barge Middle School" (Porter Lee Troutman, Jr., Richard Powell, Elaine Jarchow, Linda Fussell, and Donna Imatt). Section 3, "Social Perspectives," includes (8) "Can Technology Deliver on its Promise of Being the Great Equalizer? Some Reflections on the Participation of Disadvantaged Students in Technology" (P. Rudy Mattai, Robert L. Perry, and Walter S. Polka) and (9) "Who Shall Have the Moral Courage To Heal Racism in America? ATE Keynote Address, February 27, 1996" (G. Pritchy Smith). (All papers contain references.) (SM)

ED 442 784 SP 039 315

Richards, Janet C.; Gipe, Joan P.; Moore, Ramona C.
The Challenges of Integrating Literacy Learning and the Visual and Communicative Arts: A Portal School Focus.
PUB DATE- 00
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College School Cooperation; Educational Technology; Elementary Secondary Education; Field Experience Programs; Higher Education; *Literacy Education; Preservice Teacher Education; Student Journals; Student Teachers
IDENTIFIERS- *Portal Schools

This paper describes challenges associated with preparing preservice teachers in the 21st century to accept responsibility for devising and presenting lessons that link reading and writing with multiple sign and symbol systems, such as drama, musical composing, film, visual art, and computer technology. It proposes the portal school concept as a viable approach for providing appropriate experiences for preservice teacher education programs that are consistent with new, expanded visions of literacy. Rather than holding classes on campus and visiting schools occasionally, preservice teachers enrolled in portal school projects meet in public schools for lectures, seminars, and demonstration lessons and for practice teaching. Researchers investigated issues viable in preservice teachers' cases, journals, and lessons; possible issue variations in their cases related to school context; and whether contents of their cases illuminate instructional shortcomings. They examined and categorized 204 teaching cases, 189 journal entries, and 85 observation field notes for eight groups of preservice teachers. Analysis revealed that across three teaching contexts, there were nine difficult issues that teacher education programs and school systems should address. The portal school model offers one viable approach for addressing the challenges of collaboration in school-university partnerships. (Contains 39 references.) (SM)

ED 442 785 SP 039 316

Change; Elementary Secondary Education; *Grants; *Private Financial Support; Program Evaluation; *Urban Schools
IDENTIFIERS- *Annenberg Foundation; *Challenge Grants; Reform Efforts

The best-known model for large-scale private giving to foster education reform is Walter Annenberg's $500 million gift to U.S. public education in 1993. The biggest chunk of this money was used to fund challenge grants in the nine largest U.S. cities. The three case studies and commentary in this report evaluate the success of the Annenberg Challenge grant in three of these cities: New York City, Philadelphia, and Chicago. Overall, they find that the schools systems on the whole have been largely unresponsive. It is concluded that the reason that these grants did not accomplish more was because the idea on which they were based, that public schools lack expertise and that talented and motivated outsiders working with the system can provide it, is wrong. The essays in this collection are: (1) "Foreword" (Chester E. Finn, Jr.); (2) "Introduction: An Unprecedented Challenge" (Raymond Domanico); (3) "A Small Footprint on the Nation's Largest School System" (Raymond Domanico); (4) "Grant Brings High Hopes, Modest Gains to Philadelphia School Reform" (Carol Innerst); (5) "From Frontline Leader to Rearguard Action: The Chicago Annenberg Challenge" (Alexander Russo); and (6) "Afterword: Lessons from the Annenberg Challenge" (Chester E. Finn, Jr. and Marci Kanstoroom). (Contains 19 references.) (SLD)

ED 442 804 TM 031 223

Carnine, Douglas
Why Education Experts Resist Effective Practices (And What It Would Take To Make Education More Like Medicine).
PUB DATE- 00
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Curriculum Development; Educational Change; *Educational Practices; Educational Research; Elementary Secondary Education; *Instructional Effectiveness; *Professional Development; Teacher Attitudes; Teacher Education; *Teacher Educators; *Theory Practice Relationship
IDENTIFIERS- *Reform Efforts

Education school professors in general and curriculum and instruction experts in particular are major forces in dictating the "what" and "how" of U.S. education. Although they wield immense power over what is actually taught in the classroom, these professors are senior members of a field that lacks many features of a fully developed profession. The judgments of education "experts" frequently appear to be unconstrained and sometimes altogether unaffected by objective research. The first section of this essay provides examples from reading and mathematics curricula that show experts dispensing unproven methods and flitting from one fad to another. The middle section describes how experts, for ideological reasons, have shunned some solutions that do display robust evidence of efficacy. The following sections show how public impatience has forced other professions to "grow up" and accept accountability and scientific evidence. The paper concludes with a plea to develop education into a mature profession. (Contains 27 endnotes.) (SLD)

ED 442 805 TM 031 225

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Competence; *Cutting Scores; Elementary Secondary Education; Evaluation Methods; National Surveys; Standards
IDENTIFIERS- *Angoff Methods; *Standard Setting

The kernel of the Angoff method of standard setting (W. Angoff, 1971) would seem to be the judgment of whether a minimally competent person could answer an item on a test correctly or not. So it would seem that any procedure that requires independent judgment of the correctness or incorrectness of a response to items for a minimally acceptable examinee would merit being labeled as an Angoff method. Standard setting methods that use the Angoff kernel can be quite different in practice, but they may be given the same label in the literature on standard setting. The kernel for the modified Angoff method is not well-defined, but for this paper, it is defined as judgments of the proportion of correct responses for minimally qualified examinees on each item on a test. A look at the American College Test/National Assessment Governing Board (ACT/NAGB) standard setting process for 1992 shows that the definition of the kernel has evolved into something that only contains the essence of the modified Angoff kernel in the first round of ratings. Once the holistic information about test and item performance is provided following round one, it can no longer be argued that panelists are performing independent item-by-item ratings. Labeling a standard setting process by the summary description of the kernel is no longer adequate. The ACT/NAGB method is a multi-round process with a modified Angoff kernel for the first round, holistic feedback, and normative information for later rounds, and direct specification of cutscores on the score scale in the final round. (Contains 12 references.) (SLD)

ED 442 826   TM 031 246

Barrow, Lloyd H.
Preservice Methods Students' Response to a Performance Portfolio Assignment.
PUB DATE- 00
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; Higher Education; *Methods Courses; *Portfolio Assessment; *Preservice Teachers; Science Education; Selection; *Student Attitudes

A study examined items selected by preservice teachers for inclusion in an assigned portfolio. Twenty-nine third-year and twenty-eight fourth-year preservice elementary school teachers in a science methods course were asked to complete portfolios that reflected course competencies. Seven items, on average, were selected by each cohort, with 76% of the third-year (winter semester) preservice teachers selecting a group concept map to illustrate the relationship between professional development and teaching standards. Fourth-year (fall semester) students also selected seven items, with lesson plans being the item most often selected. Selections from portfolio comments show the differing approaches of these students. Results show that the assignment of portfolio development allows preservice conferencing messages were converted by the content analysis and then scaled into single-values attributes to compile a lattice. This article provides an example of the application of FCA to CMC and shows its potential for analyzing on-line discourse. (Contains 3 tables, 13 figures, and 31 references.) (SLD)

ED 442 846 TM 031 266

Leung, Chi-Keung; Chang, Hua-Hua; Hau, Kit-Tai
Content Balancing in Stratified Computerized Adaptive Testing Designs.
PUB DATE- 00
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000). For related document from these authors, see TM 031 229.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adaptive Testing; *Computer Assisted Testing; *Selection; *Test Construction; Test Content; Test Items
IDENTIFIERS- *Item Exposure (Tests)

Item selection methods in computerized adaptive testing (CAT) can yield extremely skewed item exposure distribution in which items with high "a" values may be over-exposed while those with low "a" values may never be selected. H. Chang and Z. Ying (1999) proposed the a-stratified design (ASTR) that attempts to equalize item exposure distribution by uplifting the usage of low "a" items. The method has been demonstrated to be effective in improving the use of the entire pool, without sacrificing efficiency in ability estimation when it is used with certain types of item pools. Nevertheless, the ASTR may result in a number of items being over-exposed in some pools where the correlation between the "a-" and "b-parameters" is significant. To remedy this overexposure problem, H. Chang, J. Qian, and Z. Ying (1999) developed the a-stratified with b-blocking method (BASTR). These two stratified methods have not been tested under conditions where content specifications are imposed. To address the issue of content balancing, an adaptation of the general ideas of the constrained CAT to ASTR and BASTR was investigated in this study. In addition, the effects of incorporating Sympson-Hetter (SH) (J. Sympson and R. Hetter, 1985) exposure control into ASTR and BASTR were also examined. Findings from simulation indicate that ASTR and BASTR, with or without SH exposure control can meet the content specifications, make better use of item pools, and yield lower test-overlap rates. (Contains 2 tables, 2 figures, and 25 references.) (SLD)

ED 442 847 TM 031 267

Chang, Te-Sheng
Student Ratings: What Are Teacher College Students Telling Us about Them?
PUB DATE- 00
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Correlation; Educational Environment; Foreign

Science Research
IDENTIFIERS- *Kurtosis; Mean (Statistics); *Product Moment Correlation Coefficient; Skew Curves; Variance (Statistical)

A simulation study was conducted to obtain approximate moments of the distribution of the product of two dependent correlation coefficients. The parameters in the simulation were sample size and three population corrections. In general, the simulation results were not very satisfactory. The approximated mean, variance, and skewness were accurate enough, but the kurtosis was not. The implications of these findings for other social science research are discussed. (Contains 1 table and 35 references.) (SLD)

ED 442 868 TM 031 289

Blank, Rolf K.; Manise, Jennifer; Brathwaite, Barbara C.
State Education Indicators with a Focus on Title I, 1999.
SPONS. AGENCY- Department of Education, Washington, DC. Planning and Evaluation Service.
PUB DATE- 00
NOTE- 263p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Accountability; *Compensatory Education; *Demography; Educational Change; Elementary Secondary Education; Limited English Speaking; Low Income Groups; Migrant Youth; Poverty; *State Programs; *Student Characteristics; Test Results; Testing Programs
IDENTIFIERS- *Educational Indicators; *Elementary Secondary Education Act Title I

This report provides important state-by-state information on the characteristics and performance of schools and students in each state, information that is vital to monitoring the progress and evaluating the success of local, state, and national education reforms. The report disaggregates student achievement data so that attention can be focused not only on the average student, but on students in high poverty schools, migrant students, and students with limited English proficiency. Indicators in each state profile are organized into these categories: (1) school and teacher demographics; (2) student demographics; (3) statewide accountability information; and (4) student achievement. Information is also provided for Title I programs in each state. Statewide totals for numbers of students in public elementary and secondary schools are reported for 2 years, the most recent year for which data are available and the baseline year closest to 1990 for which there are data. Indicators are reported for each state, the District of Columbia, and the entire United States. Appendixes contain state proficiency level definitions, state rankings for various indicators, and information on the National Assessment of Educational Progress. (SLD)

ED 442 869 TM 031 290

Arnstine, Barbara; Futernick, Ken; Hodson, Timothy A.; Ostgaard, Kolleen
Raising the Bar: Standards and Tests in California's High Schools. A Town Hall Meeting.
PUB DATE- 99
NOTE- 97p.; A production of the LegiSchool Project, a collaboration between California State University, Sacramento, and the California State Legislature.

Results also show that cultural themes associated with mainstream culture were more prevalent in the classrooms than cultural themes associated with Afro-cultural ideas. The results have implications for the development of a more extensive and inclusive effort to describe the experience of low-income African American elementary school students. (Contains 26 references.) (SLD)

ED 442 887 UD 033 626

McDermott, Peter; Rothenberg, Julia
The Characteristics of Effective Teachers in High Poverty Schools--Triangulating Our Data.
PUB DATE- 00
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Data Analysis; Elementary Education; *Elementary School Teachers; Focus Groups; Instructional Effectiveness; Low Income Groups; *Middle School Students; Middle Schools; Parent Attitudes; *Parents; Student Attitudes; Teacher Characteristics; *Teacher Effectiveness

This paper reports findings from a series of focus groups with seven parents, six middle school girls, and four elementary school teachers in a high poverty urban neighborhood. The study began with the purpose of identifying the characteristics of exemplary teachers in low-income urban schools. As the research continued, it became apparent that the answer was straightforward--exemplary urban teachers are those who construct respectful and trusting relationships with students and their families. The paper illustrates the value of triangulating data collection to understand issues of teaching and learning in urban schools better. Being positive with children was the theme that dominated parent discussion, and parents appealed for good communication with their children's teachers. Teachers agreed about the importance of parental involvement in children's education, and they knew that they were unsuccessful in this aspect of their teaching. Students spoke about basic issues of respect and comfort. Triangulating these data helped researchers build a description of the qualities of effective urban teachers. It was clear that a barrier existed between parents and teachers in this study. Caught in the middle of parent-teacher conflict, the students appreciated teachers who expressed interest in their lives. (Contains 29 references.) (SLD)

ED 442 888 UD 033 627

KIDS COUNT Data Book, 2000: State Profiles of Child Well-Being.
PUB DATE- 00
NOTE- 393p.; For the 1999 Data Book, see ED 430 723.
LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accidents; *Adolescents; Birth Weight; Child Development; *Child Health; Child Welfare; *Children; Day Care; Dropouts; Early Childhood Education; Early Parenthood; Economic Factors; Homicide; Infant Mortality; Intermediate Grades; Mortality Rate; One Parent Family; Part Time Employment;

backgrounds; (11) the importance of listening; (12) tips for those mentoring Southeast Asian youth; and (13) characteristics of gifted and talented students. A mentor's agreement is included. (Contains 19 resources.) (SLD)

ED 442 908 UD 033 650

Franklin, Diane, Ed.; Bankston, Karen, Ed.
Family Time: Time Management and Stress Reduction.
SPONS. AGENCY- Wisconsin State Dept. of Health and Family Services, Madison.
PUB DATE- 99
NOTE- 21p.; From "Who's Raising the Family?" one of a series published by Wisconsin Clearinghouse for Prevention Resources.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adolescents; *Family Environment; *Leisure Time; *Parent Child Relationship; Recreational Activities; Stress Management; *Stress Variables; *Time

Whether people really have more or less free time than they did 20 years ago, it is undeniable that many families feel harried. There are many benefits to organized activities for children and adolescents, but parents must be careful not to overload a child's schedule. Every family is different, and it is up to the parents to decide what is possible and acceptable for the child. This booklet outlines signs of stress that may be affecting a child or family adversely. Suggestions are given for setting aside family time, expanding the day, and recognizing what is stressing the family. Keeping a time diary can provide insight into what causes stress. Stress management tips are given. (Contains 17 references.) (SLD)

ED 442 909 UD 033 651

Waters, Mary C.
Black Identities: West Indian Immigrant Dreams and American Realities.
SPONS. AGENCY- Russell Sage Foundation, New York, NY.
PUB DATE- 99
NOTE- 413p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- *Attitudes; *Blacks; *Immigrants; Interviews; *Racial Relations; Social Discrimination; *Socioeconomic Status; Surveys; Urban Areas
IDENTIFIERS- *West Indians; West Indies

This study of the attitudes and status of West Indian immigrants in the United States, based on interviews with 59 West Indian immigrants, 83 adolescent and young adult children of immigrants, 27 African Americans, 25 White Americans, and 6 coworkers of immigrants shows the changes that occur as immigrants confront the realities of U.S. life. West Indian immigrants find that their knowledge of English, their skills and contacts, and their optimistic assessment of U.S. race relations smooth their integration into the U.S. economic structure. Over time, however, the realities of U.S. race relations swamp their positive cultural values and undermine their openness to whites. The chapters are: (1) "Introduction"; (2) "Historical Legacies"; (3) "Racial and Ethnic Identity";

ED 442 474 IR 020 342

Kirshstein, Rita; Birman, Beatrice; Quinones, Sherri; Levin, Douglas; Stephens, Maria; Loy, Nancy
The First-Year Implementation of the Technology Literacy Challenge Fund in Five States.
PUB DATE- 00
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Computer Assisted Instruction; *Computer Uses in Education; Educational Change; Educational Development; *Educational Finance; Educational Practices; *Educational Technology; Elementary Secondary Education; *Federal Aid; State Action; State Programs
IDENTIFIERS- *Technology Implementation; *Technology Integration

This report focuses on one technology initiative, the Technology Literacy Challenge Fund (TLCF), and on five states as they attempted to implement the program in the first year of funding, 1997-98. The five states selected--Illinois, Massachusetts, Mississippi, Texas, and Washington--varied in their location, size, minority population, poverty levels, and approaches to infusing technology into K-12 education. (Findings do not necessarily generalize to other states.) The report presents key observations about three broad research questions: "What were the experiences of States and districts in implementing the Technology Literacy Challenge Fund?" "How were States and districts using the Technology Literacy Challenge Fund?" and "How did Technology Literacy Challenge Fund activities relate to other technology and reform efforts?" The report highlights a number of issues that could influence the impact of the program in the future. In addition, the five case studies provided an opportunity to identify the conditions that seem likely to influence the eventual success or failure of the TLCF program. (Contains 15 references.) (AEF)

ED 442 475 IR 020 427

Clements, Barbara S.
Building an Automated Student Record System: A Step-by-Step Guide for Local and State Education Agencies.
PUB DATE- 00
NOTE- 41p.
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Automation; *Databases; Elementary Secondary Education; School Districts; State Departments of Education; *Student Records; *Systems Development

This booklet describes steps that are useful for education organizations to follow when planning for, designing, and implementing an automated student record system. Following a general discussion about student records and student record systems, the following steps to consider when developing and implementing an automated student record system are described: (1) determine the desired uses of the system; (2) identify federal, state, and local regulations affecting the maintenance of student records; (3) select the overall contents of the system; (4) select the data elements to be kept in the system; (5) select a system for assigning a unique identifier to each student; (6) determine the physical design of the system; (7)

at the community college, TAP students were more likely to consult with academic counselors on a regular basis. At the university, TAP students continued to have higher GPAs than non-TAP students. Both groups expressed similar levels of satisfaction with UCLA and showed similar levels of involvement at the university. No statistically significant differences were found between the two groups in terms of psychological, academic, or social adjustment. (Contains 60 references.) (CAK)

ED 442 495 JC 000 418

Westchester Community College Study of Graduates, 1998.
PUB DATE- 99
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; Educational Assessment; Employment; Graduate Surveys; *Outcomes of Education; Participant Satisfaction; *Program Evaluation; Questionnaires; Salaries; *School Effectiveness; Tables (Data); Two Year Colleges
IDENTIFIERS- *Westchester Community College NY

This report presents the results of a survey of the 1998 graduates of Westchester Community College. The 464 graduates responding to the survey have fared quite well since graduating. The mean salary of those employed full-time is $29,755. Two-thirds reported being employed, which is slightly less than last year's graduating class. Of those employed, however, slightly more reported being employed full-time than the previous year. A review of the demographic characteristics such as gender, ethnic background, and age of the entire Class of 1998 reveals several changes from previous graduating classes. For example, there are fewer female and more Hispanic students, and the percentage transferring to a four-year college remained nearly constant. The report presents results of those attending college full-time, degree aspirations, and factors facilitating transfer. The study reports on satisfaction with jobs and location of employment. Respondents continue to give high marks to the college on several broad questions (overall college experience, courses in major, and availability of courses). Respondents were also asked to rate their satisfaction with 20 of the college's services. Library services, computer services, tutorial services, and reading and math skills facilities received the highest percentage of very satisfied responses from students. A large percentage of respondents indicated that their goals (employment, transfer, academic, and personal) had been met by their college degree. The questionnaire used for the survey is included in the appendices. (VWC)

ED 442 496 JC 000 419

Westchester Community College Fact Book, 1998.
PUB DATE- 98
NOTE- 136p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; College Outcomes Assessment; College Programs; Community Colleges; *Institutional Characteristics;

expanded yet clearly defined role for developmental education can help make the promise of open access to higher education a reality and strengthen the U.S. workforce of tomorrow. A simple set of reliable and valid indicators centered around student goal attainment needs to be adopted nationally if community colleges are to respond more meaningfully to increasing public expectations to account for their performance. The AACC (American Association of Community Colleges) Core Indicators (1999) provide a valuable resource and could be adopted as a starting point for building local college accountability plans. (JA)

ED 442 515 JC 000 441

Cabrillo College Student Survey, 1995 & 1999.
PUB DATE- 99
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Environment; Community Colleges; *Comparative Analysis; *Outcomes of Education; Student College Relationship; *Student Needs; Student Reaction; Student Surveys; Tables (Data); Two Year Colleges
IDENTIFIERS- *Cabrillo College CA

This report presents the statistical data of the 1999 issue of the Cabrillo College (California) Student Survey. The 1999 survey utilizes many of the questions in the 1995 survey, called the Campus Climate Survey, for the purpose of comparative analyses. The data listed under the 1999 column and the 1995 column are placed side by side whenever possible. The surveys seek both a quantitative and qualitative reflection of Cabrillo students' attitudes, awareness, satisfactions, and desires. The Office of Institutional Research obtained detailed feedback about program and service satisfactions. Students not only rated their overall level of satisfaction, but also their satisfaction with Quality of Service, Knowledge of Staff, Helpfulness and Attitude of Staff, Wait-Time for Service, and Location of Student Services. The college used a similar approach to assess students' educational goals and their accomplishments. A total of 930 students participated in this survey. The survey respondents in 1995 and 1999 are very similar in their demographics. This helps with determining the validity of the trends and other findings and conclusions. Also presented are students' written comments to the following open-response questions: classes at Cabrillo, additional student service programs students would like to see, their ideas for attracting and retaining more students, and other courses they would like to take that are not presently offered. (VWC)

ED 442 516 JC 000 443

WCC Faculty Survey, 1998-1999.
PUB DATE- 99
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; *Full Time Faculty; Sex Differences; Tables (Data); *Teacher Attitudes; *Teacher Response; Teacher Surveys; Two Year Colleges

Dronkers, Lance
Influencing Welfare and Child Care Reform: Strategies from Colorado and Washington. Child Care Action Campaign Issue Brief #4.
PUB DATE- 96
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Welfare; Community Responsibility; Community Role; *Day Care; Early Childhood Education; Financial Support; Government Role; Public Policy; State Programs
IDENTIFIERS- Business Community Relationship; Child Care Action Campaign; *Child Care Needs; Colorado; Washington; *Welfare Reform

State strategies used to build constituencies and expand the resource base of the child care systems they are developing will be an important contribution to the success of welfare reform. This report, from a 1996 Child Care Action Campaign national audioconference, describes the innovative strategies used to strengthen leadership, expand community participation, and increase investments in child care in Colorado and Washington. The report notes that Colorado's efforts involve a high-level business commission and a grass roots movement, each operating independently of the other but in mutually reinforcing ways, and have mobilized new child care advocates whose legislative victories range from an income-tax check-off for investments in child care quality to an expansion of preschool capacity to restoring the dependent care tax credit to families. The report includes the recommendations of the Colorado Business Commission on Child Care Financing, which had direct impact on the decisions of a committee on welfare reform in the Colorado legislature. Also noted are the efforts of the Colorado Children's Campaign, which developed advocacy training around the children's agenda and personalized the need for better child care through a doll project to build support for child care solutions. The report then describes efforts in Washington, where coordinated priority-setting and budget-negotiating among child care advocates and agency officials are the essence of an effective legislative strategy that has kept child care at the forefront of welfare reform proposals, increased state-funded subsidies for low-income working families, and increased state funding for child care training and licensing activities. This report includes a description of the Washington State Child Care Coordinating Committee. (KB)

ED 442 536 PS 026 253

Taylor, Humphrey
Harris Poll on Child Care. The Harris Poll #5.
PUB DATE- 98
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Children; *Day Care; Day Care Centers; Early Childhood Education; Federal Legislation; Government Role; *Parent Attitudes; Surveys
IDENTIFIERS- Affordability; Availability (Programs and Services); Child Care Costs; *Child Care Needs; Day Care Quality

Recent proposals by President Clinton to increase the availability and affordability of child care address a major issue of concern for many parents. This Harris Poll on child

Noting the importance of good nutrition to out-of-school time programs serving children, this strategy brief provides an overview of the major sources of federal food and nutrition funds that can support out-of-school time and community school programs. The brief then highlights five strategies that community leaders and program developers can employ to maximize the use of federal food and nutrition funds in their communities. The strategy section describes the relevant funding sources for each strategy, including specific requirements for the use of program funds, and highlights examples of each strategy in practice. This section also discusses considerations for the use of each strategy. The five strategies address snacks, meals, summer nutrition, technical assistance and outreach, and combining applications. (Contains 19 resources). (EV)

ED 442 555 PS 028 596

Fletcher, Richard
Getting Dads Involved in Schools: Recruiting Fathers To Be Partners with Schools for Kids, for Dads, for Mums, for Schools, for the Whole Community.
PUB DATE- 97
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Strategies; Father Attitudes; *Fathers; Foreign Countries; *Parent Participation; Parent Role; *Parent School Relationship; Parent Student Relationship; *Program Descriptions
IDENTIFIERS- Australia

Acknowledging that if schools want fathers to become involved in their children's education, schools must value men for what they can contribute, this booklet presents stories giving a range of examples of schools trying to facilitate the involvement of fathers, including uncles, grandfathers, and other men from the community. The stories are not intended as recipes that will apply to every school or area but as starting points and guidelines for other schools and communities to make fathers an important part of the school culture. The booklet's first section is "Appreciating Dads: More Than a Father's Day Card." The second section, "Getting Dads In: Not a Recipe, But Some Useful Ideas," contains these stories: (1) "Let's Have a Story, Dad! Dads Reading to Young Students"; (2) "Guess Who's Coming to Breakfast? McDonalds in a Mining Town--A Place to Start"; (3) "Fathers and Friends Breakfast: Hearing, Seeing and Eating"; (4) "The Boy's Talk Program: Goulburn High School Invites Dads To Talk"; (5) "Barry's Story: What Do Men Think about When They Listen?"; (6) "Looking to Fathers: Preventing Rape--A Job for Dads"; (7) "Three Ways To Use a Dad: For Everybody's Benefit"; and (8) "Let's See What Happens: Four Men and a Stick Head West." The third section, "Being Like a Dad: A Proper, Unpaid Activity for a Man," contains: (1) "Wow, This Really Works! Having a Son Fathered"; (2) "One Hour a Week Can Help: From a Shy Little Boy to a Confident Lad"; (3) "An Awful Lot of Satisfaction: Literacy in Broken Hill"; (4) "Achieving Success: A Seaman Gets Involved"; and (5) "Becoming an Advocate and a Guardian: Male, Single, and Patient." The final section, "And What about the Future? Suggestions for a Preferred Future," contains the text of a letter from Australia's materials. (Contains 39 references.) (Author/HTH)

ED 442 573 PS 028 664

Bempechat, Janine
Getting Our Kids Back on Track: Educating Children for the Future.
PUB DATE- 00
NOTE- 196p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Achievement; Change Strategies; Elementary Secondary Education; *Extracurricular Activities; Family Environment; Homework; *Parent Aspiration; *Parent Student Relationship; Parent Teacher Cooperation; School Attitudes; Self Esteem; Socioeconomic Influences; Student Attitudes; Student Improvement; Student Needs; *Teacher Expectations of Students

In parents' quest to keep children "well-rounded" with out-of-school activities, they leave little time for homework and other activities considered by many to be important for their education. However, those parents who advocate for reduced homework loads, stress-free schoolwork, and an increase in extracurricular activities may actually be doing their children a disservice. Noting that more affluent parents are expressing increased anger at attempts to infuse their children's schools with the kind of academic rigor for which poor parents clamor, this book offers parents and teachers a practical guide to encourage and support children's academic success and, by doing so, bolster their self-worth. The book uses real-life examples drawn from years of research to show how to set priorities and help children develop traits of persistence, diligence, and the ability to delay gratification. The book's chapters are as follows: (1) "Challenging Our Assumptions"; (2) "Talking to Your Children about School"; (3) "Supporting Achievement at Home"; (4) "Dealing with Homework"; (5) "Working with the Teacher's Values"; (6) "Balancing Extra-Curricular Interests with Academic Obligations"; (7) "Confronting Negative Peer Pressure"; and (8) "What You Say and Do Really Matters." Helpful questions for parents to ask themselves and their children's teachers are appended. (Contains extensive notes, by chapter.) (HTH)

ED 442 574 PS 028 665

Baldes, Deborah; Cahill, Christy; Moretto, Felicia
Motivating Students To Learn through Multiple Intelligences, Cooperative Learning, and Positive Discipline.
PUB DATE- 00
NOTE- 121p.; Masters Action Research Project, Saint Xavier University and Skylight Professional Development Field-Based Masters Program.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Action Research; *Cooperative Learning; *Discipline; Elementary Education; Elementary School Students; Grade 4; Grade 6; Kindergarten; Middle School Students; Middle Schools; *Multiple Intelligences; *Program Effectiveness; Student Improvement; *Student Motivation

from which they constructed their definitions, how multicultural education was actually implemented in school, and their perceptions of the ways multicultural education should be implemented. Participating in the study were 103 students at different points during a 4-year undergraduate program. Their responses to a 4-item open-ended questionnaire indicated that students' definitions illustrated minimal understanding and conceptualizations of multicultural education limited to issues related to race and ethnicity. A majority of respondents constructed their definitions from college courses, suggesting that universities may have tremendous influences on student attitudes toward diversity. Participants witnessed multicultural education on a limited basis in the school sites and were confronted with incongruencies between the diversity perspective advocated in university course work and in their field experiences. (Contains 29 references.) (KB)

ED 442 592   RC 021 039

Title I in Ohio, Including Title I, Migrant, State Neglected or Delinquent, Title VI, Homeless Children and Youth. Elementary and Secondary Education Act: 31st Annual Evaluation Report, Fiscal Year 1996.
PUB DATE- 96
NOTE- 32p.; Photographs may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; *Compensatory Education; *Disadvantaged Youth; Educational Innovation; *Educationally Disadvantaged; Elementary Secondary Education; Federal Aid; High Risk Students; Homeless People; Institutionalized Persons; Migrant Children; *Migrant Education; State Programs
IDENTIFIERS- *Elementary Secondary Education Act Title I; Elementary Secondary Education Act Title VI; *Ohio; Stewart B McKinney Homeless Assistance Act 1987

The first section in this 31st annual report summarizes activities provided in Ohio through Title I of the Elementary and Secondary Education Act during fiscal year 1996. Title I authorizes federally funded programs that prioritize educational needs of several groups of educationally disadvantaged children and deliver appropriate supplemental instruction to them. Basic provisions of Title I allocate funds for the supplemental instruction of children from low-income families. Special provisions of Title I fund school districts serving children of migratory agricultural workers and fund supplemental instruction for neglected or delinquent children in state-operated facilities. Information related to participation trends, instructional impact, expenditure and staffing patterns, parent involvement, and 5-year trends is presented for each group. The second section addresses educational programs for homeless children in domestic violence shelters, runaway shelters, emergency shelters, and transitional shelters. Funding is available for transportation, reducing enrollment delays, tutoring, and professional development for educators and pupil services personnel. Five-year trends, students served, and successes are discussed. The final section discusses Title VI innovative assistance programs, which support local education reform efforts, efforts to accomplish the National Education Goals, improvement in library services and instructional and media materials, and programs to serve at-risk and high-cost students. Information is presented on 5-year trends, participation rates, expenditure

(ED), Washington, DC.
PUB DATE- 00
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Discussion Groups; Educational Change; Elementary Secondary Education; *Information Services; *Listservs; *Technical Assistance; User Satisfaction (Information)
IDENTIFIERS- Appalachia Educational Laboratory WV; *Comprehensive School Reform Demonstration Program; Kentucky; Service Delivery Assessment; *Service Utilization; Tennessee; Virginia; West Virginia

Since early 1998, AEL, Inc., has been assisting state departments of education in Kentucky, Tennessee, Virginia, and West Virginia in the implementation of the federally funded Comprehensive School Reform Demonstration (CSRD) program. As part of this assistance, AEL established two types of electronic networks to link school staff at CSRD sites, external facilitators, and site researchers assisting with school formative evaluation. CSRDnet is a Web-based electronic communication forum providing moderated discussion and conferencing capabilities for external facilitators and CSRD sites. Participants are assigned to discussion groups based on their state and the CSR model they are implementing. The second electronic medium consists of listservs in Kentucky, Virginia, and West Virginia. As with CSRDnet, a moderator facilitates discussion and information sharing, and participants include external facilitators and staff at CSRD sites. Evaluations of these networks included analyses of CSRDnet activity and listserv activity during January-March 2000 and surveys of client satisfaction completed during 1999. Of 96 individuals responding to questions about the forums, 55 were located in Kentucky. Results suggest that CSRDnet and the listservs are underutilized. Survey respondents were satisfied with the format, timeliness, and efficiency of CSRDnet and the knowledge and preparedness of AEL staff, but were less satisfied with the usefulness of CSRDnet to their work and its relevance to their particular situations. Appendixes include the client satisfaction survey. (SV)

ED 442 611 RC 022 520

Gibbons, Sandra L., Ed.; Anderson, John O., Ed.
Connections '98. Proceedings of a Faculty Conference (4th, Victoria, British Columbia, Canada, May 1998).
PUB DATE- 99
NOTE- 117p.; For selected individual papers, see RC 022 521-522.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Educational Research; Elementary Secondary Education; Foreign Countries; Higher Education; Research Methodology; Social Science Research
IDENTIFIERS- Canada

This proceedings contains 13 papers from the 1998 annual Faculty of Education conference at the University of Victoria, British Columbia (Canada). The papers are: (1) "Struggling with Re-Presentation, Voice, and Self in Narrative Research" (Marla Arvay); (2) "Women's Soccer in Canada: A Slow Road to Equity" (Meredith Bogle, Bruce Howe); (3) "Friendship: An

SPONS. AGENCY- Australian Research Council.
PUB DATE- 00
NOTE- 36p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (73rd, New Orleans, LA, April 28-May 1, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Foreign Countries; Higher Education; *Knowledge Base for Teaching; *Pedagogical Content Knowledge; *Science Teachers; Teacher Education; *Teacher Effectiveness; *Teaching Skills
IDENTIFIERS- Australia

This paper describes the rationale for and progress in a substantial research project that aims to develop an understanding of science teachers' pedagogical content knowledge. The background to and purposes for the project are explained. Related projects that study pedagogical content knowledge (PCK) are also described. Approaches to identifying PCK are outlined, and an example is used to describe a new approach. (Contains 18 references.) (WRM)

ED 442 631 SE 063 550

Loughran, John; Gunstone, Richard; Berry, Amanda; Milroy, Philippa; Mulhall, Pam
Documenting Science Teachers' Pedagogical Content Knowledge through PaP-eRs.
SPONS. AGENCY- Australian Research Council.
PUB DATE- 00
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Documentation; Elementary Secondary Education; Foreign Countries; *Knowledge Base for Teaching; *Pedagogical Content Knowledge; Research Problems; *Science Teachers; Teacher Education; Teacher Effectiveness; *Teaching Skills
IDENTIFIERS- Australia

In coming to better value teachers' knowledge and practice, there is a need to be able to articulate and document what teachers know and are able to do. This is central in coming to understand pedagogical content knowledge (PCK). This paper presents a working understanding of PCK as it has emerged through a research project and describes the development of a method of documenting PCK, the Pedagogical and Professional-experience repertoire (PaP-eR). (Contains 14 references.) (WRM)

ED 442 632 SE 063 554

Jimenez Aleixandre, Maria Pilar; Lopez Rodriguez, Ramon
Knowledge Production: A Case Study about Values, Epistemology and Conflicts in a 4th Grade Classroom.
PUB DATE- 00
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000). This paper is based on work supported by the Spanish Direccion General de Ensenanya Superior e Investigacion Cientifica.

Beyond Formulas in Mathematics and Teaching: Dynamics of the High School Algebra Classroom. The Series on School Reform.
PUB DATE- 00
NOTE- 199p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Algebra; Classroom Communication; Classroom Techniques; High Schools; *Lower Class Students; *Mathematics Instruction; *Motivation; Teaching Methods

Based on the experiences as a researcher and teacher in lower-track, high school Algebra One classrooms, this book illuminates the complex dynamics of the algebra classroom and explores how to really know students, how to find engaging material, and how to inspire meaningful classroom conversations. A teacher's evolving understandings of his students' algebra and teacher-student classroom roles are examined in detail. This book features an analysis of classroom episodes, student experiences, curricular reasoning, and mathematics education itself. Chapters include: (1) "My Algebra Teaching Autobiography--Sandra Callis Bethell: A Brief Teaching Biography"; (2) "Curricular Engagement and Personal Trajectories: 'Motivation' in High School Mathematics"; (3) "Toward a 'Conceptual Understanding' of School Algebra"; (4) "Developing Conversations in the Mathematics Classroom"; and (5) "Portraying Teaching as an Uncertain Craft-Coda: Predicaments of High School Mathematics Teaching." (Contains 255 references.) (ASK)

ED 442 659   SE 063 763

Stein, Mary Kay; Smith, Margaret Schwan; Henningsen, Marjorie A.; Silver, Edward A.
Implementing Standards-Based Mathematics Instruction: A Casebook for Professional Development.
SPONS. AGENCY- Ford Foundation, New York, NY.
PUB DATE- 00
NOTE- 146p.; Foreward by Deborah Loewenberg Ball.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; Algebra; *Case Method (Teaching Technique); Elementary Secondary Education; *Mathematics Instruction; Number Concepts; Statistics; *Teaching Methods

Teachers and teacher educators interested in synthesizing their current practice with new mathematics standards will welcome this highly useful volume. The QUASAR Project at the University of Pittsburgh presents prevalent cases of mathematics instruction drawn from their research of nearly 500 classroom lessons. The Mathematical Tasks Framework--which is explained thoroughly in this book--offers teachers and teacher educators the means to evaluate instructional decisions, the choice of materials, and learning outcomes while the case studies afford readers the opportunity to ground these ideas in actual classroom practice. This book aims to provide insight into how to foster a challenging, cognitively rich, and exciting classroom climate that propels students toward a richer understanding of mathematics. (Contains 36 references.) (ASK)

ED 442 660   SE 063 764

This lesson is based on the National Register of Historic Places registration file, "Pioneer Square Historic District," and other sources about Seattle (Washington) and the Klondike Gold Rush. The lesson helps students understand how Seattle exemplified the prosperity of the Klondike Gold Rush after 1897 when news of a gold strike in Canada's Yukon Valley reached Seattle and the city's face was changed dramatically by furious commercial activity. The lesson can be used in units on western expansion, late 19th-century commerce, and urban history. It is divided into the following sections: "About This Lesson"; "Setting the Stage: Historical Context"; "Locating the Site: Maps" (Routes from Seattle to Klondike; Pioneer Square, Seattle); "Determining the Facts: Readings" (The Rush for Gold; Selling Seattle; Front Page of the "Seattle Post-Intelligencer," October 13, 1897; The Legacy of the Klondike Gold Rush); "Visual Evidence: Images" (Cooper and Levy, Pioneer Outfitters; McDougal and Southwick Company; Thedinga Hardware Company; The Pioneer Building, Pioneer Square; Ascending the "Golden Stairs" up to Chilkoot Pass on the Chilkoot Trail, 1897); "Putting It All Together: Activities" (Should I Stay, or Should I Go?; Opportunity Knocks); and "Supplementary Resources." (BT)

ED 442 683 SO 031 351

Claus, Jeff, Ed.; Ogden, Curtis, Ed.
Service Learning for Youth Empowerment and Social Change. Adolescent Cultures, School, and Society, Volume 5.
PUB DATE- 99
NOTE- 198p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Citizen Participation; Citizenship; *Citizenship Education; Citizenship Responsibility; Civics; *Community Action; *Community Involvement; Critical Thinking; Secondary Education; *Service Learning; Social Studies; Values Education
IDENTIFIERS- *Community Service

This book presents current thinking on the topic of community service programs for youth. Combining theory and research with descriptions of innovative programs and specific recommendations for program design, the volume outlines an approach to service learning that engages youth not only in helping others but also in critical reflection and the democratic pursuit of social reform. Topics covered range from the theory and practice of service learning to research and ideas about teacher preparation and educational reform. The contents include: (1) "Service Learning for Youth Empowerment and Social Change: An Introduction" (Jeff Claus; Curtis Ogden); (2) "Beyond Test Scores and Standards: Service, Understanding, and Citizenship" (Joan Schine); (3) "In the Service of What? The Politics of Service Learning" (Joseph Kahne; Joel Westheimer); (4) "Promoting Identity Development: Ten Ideas for School-Based Service Learning Programs" (Miranda Yates; James Youniss); (5) "An Empowering, Transformative Approach to Service" (Jeff Claus; Curtis Ogden); (6) "Taking a Calculated Risk: Harnessing the Exuberance of Youth through 'Community Problem Solvers'" (Alice L. Halsted); (7) "What's Love Got To Do with It? Teen Dancers on Community Service Learning" (Tricia Bowers-Young; Richard D. Lakes); (8) "Ripples of Empowerment: A these students. The article discusses how authentic assessment can precipitate a shift away from knowledge as discrete and intelligence as static, and foster teachers' deeper understanding of children of color and girls' abilities, gifts, and ways of knowing. It argues that authentic assessment can result in transformative teaching that honors children's diversities and multiple ways of knowing and learning to nurture "all" their talents. The digest includes lists of WEEA resources on assessment; additional resources; and resource organizations for assessment. The second article entitled "Academic Accountability for Students with Disabilities and LEP" (Tim Boals) reports on how Wisconsin has developed an alternative assessment framework for special students. (BT)

ED 442 705 SO 031 826

Martens, Mert; Anderson, Marilyn
Teaching American Diplomacy Using Primary Sources. The Establishment of the State of Israel.
SPONS. AGENCY- Una Chapman Cox Foundation, Corpus Christi, TX.
PUB DATE- 00
NOTE- 206p.; Series edited by Linda Bongiorno. Documents collected and edited by Karen Volker.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Historical Materials (060)
DESCRIPTORS- Civics; *Diplomatic History; Foreign Countries; *Foreign Policy; High Schools; *International Relations; Jews; Middle Eastern History; Political Science; Presidents of the United States; *Primary Sources; Social Studies; Teaching Guides; United States History
IDENTIFIERS- *Israel

In this high school U.S. government and U.S. history curriculum unit, students examine in depth the establishment of the state of Israel. Detailed activities are provided to teach students about the role of the United States in the creation of the nation of Israel. The materials include informational handouts for students, background information for teachers, lesson ideas and outlines, black line masters, rubrics, applications to civics and history standards, and primary source documents, including correspondence and diaries of key figures in the creation of Israel, newspaper articles, and official documents from the United States, United Kingdom, and United Nations. (RJC)

ED 442 706 SO 031 827

Bongiorno, Linda; Psarakis, Nicholas
Teaching American Diplomacy Using Primary Sources. The Monroe Doctrine.
SPONS. AGENCY- Una Chapman Cox Foundation, Corpus Christi, TX.
PUB DATE- 00
NOTE- 89p.; Series edited by Linda Bongiorno. Documents collected and edited by Karen Volker.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Historical Materials (060)
DESCRIPTORS- Civics; Constitutional History; Constitutional Law; Diplomatic History; *Foreign Policy; Government (Administrative Body); High Schools; *International Relations; Political

Undergraduate Study
IDENTIFIERS- Reflective Practice

Although it is not yet common practice, case studies are beginning to be used in undergraduate music methods classes. One fruitful approach is the use of case studies as a means of nurturing reflective practice through cooperative learning activities. This paper describes and presents support for the case method of instruction through a review of the music education and educational research and scholarship relating to the case method in teacher education. The paper points out that several music educators have developed casebooks for use in music education methods courses and that several educational researchers have designed research studies to examine and document the outcomes of the case method. It also notes that for music education researchers to engage in case development research projects, these projects will need to be recognized as scholarly contributions, particularly regarding tenure and promotion. The paper suggests that formation of a "Case Method in Music Education" Special Research Group as a branch of the Society for Research in Music Education may provide a forum for discussion of the case method in music, the development of music education case literature, and the dissemination of research results regarding the case method. It cites several centers for case method research and development in teacher education. The paper suggests that case study research which looks in depth at one music class setting or one music teacher may add to the knowledge base for successful music teaching; research is also needed in the area of implementation and effect of the use of the case method in music education methods courses. (Contains 61 references.) (BT)

ED 442 725 SO 031 882

Ogawa, Masato
A Comparative Study of Contemporary Japan in Japanese and U.S. World History Textbooks.
PUB DATE- 99
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Content Analysis; Elementary Secondary Education; Foreign Countries; *Modern History; *Textbook Content; Textbook Research; *World History; World War II
IDENTIFIERS- *Japan; *United States

In both Japan and the United States textbooks are regarded as one of the primary tools for classroom instruction. The curricula for elementary and secondary education is the responsibility of each of the 50 states in the United States. In Japan, the Ministry of Education determines the course of study, and curriculum for elementary and secondary schools is based on the regulations of the School Education Law. A study investigated and compared the treatment of contemporary Japan with a special focus on politics after World War II in world history textbooks widely used in Japan and the United States. Five best-selling world history textbooks in Japan were selected for examination, as were five U.S. textbooks currently approved for use in Georgia schools. Differences were found between Japanese and U.S. senior high world history textbooks including the length of references to post-war Japan and the total number of nouns

Teele, Sue
Rainbows of Intelligence. Exploring How Students Learn.
PUB DATE- 00
NOTE- 184p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Brain; *Cognitive Style; Educational Environment; Elementary Secondary Education; Intelligence Differences; Learning Processes; Learning Theories; *Multiple Intelligences; Students; Teaching Methods
IDENTIFIERS- Rainbows

This book offers practical applications for exploring multiple intelligences in the classroom to help each student express his or her own personal learning rainbow. Special features of the book include seven complete lesson plans ready to be adapted to any grade level; objectives, activities, and applications that meet U.S. and California standards; a new learning model that elaborates on Howard Gardner's original seven intelligences; and exploration of gender differences in multiple intelligences. Part 1 includes six chapters: (1) "A Focus on How Students Learn"; (2) "Recent Research on the Brain"; (3) "The Theory of Multiple Intelligences"; (4) "Changing Our Thinking about Education"; (5) "Rainbows of Intelligence Model"; and (6) "Conclusions." Part 2 offers "Classroom Units That Incorporate Color and Multiple Intelligences." The classroom units include: (1) "Primary, Secondary, and Complementary Colors"; (2) "The Many Dimensions of Color"; (3) "The Rainbow: A Spectrum of Colors"; (4) "Exploring the Rainforest"; (5) "Pandas: Endangered Species"; (6) "Butterflies and Moths: Colorful Insects"; and (7) "The Blending of Our Rainbow World." (Contains 108 references.) (SM)

ED 442 745 SP 039 268

Haberman, Martin
What Makes a Teacher Education Program Relevant Preparation for Teaching Diverse Students in Urban Poverty Schools? (The Milwaukee Teacher Education Center Model).
PUB DATE- 00
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Diversity (Student); Elementary Secondary Education; Higher Education; Multicultural Education; *Poverty; Preservice Teacher Education; Relevance (Education); *Teacher Attitudes; *Teacher Competencies; Urban Schools; *Urban Teaching
IDENTIFIERS- Milwaukee Public Schools WI

Urban teachers need a set of attributes that enable them to connect with children and youth in poverty and to function in dysfunctional school districts. The Milwaukee Teacher Education Center's (MTEC's) urban mission is to prepare educators to teach in the real world classroom of urban schools. For example, teachers are prepared to work toward implementing the stated philosophy of the Milwaukee Public Schools, which espouses goals of multiculturalism and equity. Teachers learn the importance of helping diverse children in poverty learn and achieve. They are prepared as learners, assuming that it takes

SPONS. AGENCY- Ford Foundation, New York, NY.
PUB DATE- 99
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Standards; Classroom Techniques; Educational Technology; Elementary Secondary Education; Faculty Development; Higher Education; Inservice Teacher Education; Preservice Teacher Education; *Teacher Attitudes; *Teacher Competencies; Teacher Surveys; Teachers; *Teaching Skills
IDENTIFIERS- *New York City Board of Education; Subject Content Knowledge

This publication presents key findings from the New York City Teacher Survey, which examined teachers' perceptions regarding their professional preparation, how their perceptions differed according to type of preparation they received, and whether perceptions differed from those of a national sample of teachers and from a sample of teachers who had graduated from exemplary teacher education programs. Results indicated that most teachers planned to continue teaching for as long as possible and believed they were making a difference in their students' lives. They felt the need for better preparation before entering the classroom, particularly in the areas of educational technology and working with new English language learners. Most teachers felt they were not well prepared to teach in ways that would help all students achieve high academic standards. Teachers' overall feelings of preparedness as they entered teaching most strongly related to: subject area knowledge and instructional strategies, proficiency in educational technology, and effective classroom management. Teachers valued opportunities for professional development. The topics and activities that received the highest ratings were classroom management, addressing the needs of individual learners, teaching methods, and in-depth study of a content area. (SM)

ED 442 765 SP 039 291

Silva, Diane Yendol
Triad Journaling as a Tool for Reconceptualizing Supervision in the Professional Development School.
PUB DATE- 00
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College School Cooperation; Cooperating Teachers; Elementary Education; Elementary School Teachers; Higher Education; *Journal Writing; Preservice Teacher Education; Professional Development Schools; *Student Journals; Student Teacher Supervisors; Student Teachers; *Teacher Collaboration

This study explored the use of triad journaling as a collaborative tool for enhancing teaching and learning in a professional development school. The triad journals expand the notion of traditional journaling between university supervisor and student teacher to include the cooperating teacher in a weekly dialogue about teaching and learning. Based on field notes, informal interviews, and the document analysis of journals collected over an 18-month period of time, the study presents four findings: (1) triad journals helped facilitate

Corder, Gregory W.
The Practices, Attitudes, and Behaviors of Experienced Teachers That Motivate Middle Grades Students.
PUB DATE- 99
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Middle School Students; *Middle School Teachers; Middle Schools; *Parent Influence; Parents; Student Behavior; Student Characteristics; *Student Motivation; Teacher Attitudes; *Teacher Student Relationship; Teaching Methods

This study investigated practices, attitudes, and behaviors that experienced teachers used to motivate middle school students. Participants were 10 teachers from one Virginia middle school. The teachers' classroom behaviors and teacher-student interactions were observed. Teachers completed interviews that asked about: their definition of motivation; characteristics of motivated and unmotivated students; general practices and behaviors that motivated students, including those used by the interviewee and those observed to be used specifically by other teachers; and observed connections between parent influences and student motivation. Results indicated that establishing a positive teacher-student relationship was a strong motivator. Teacher ability to meet diverse students' needs was a motivating factor. When teachers presented connections between students' lives beyond the classroom and the material presented in school, students were motivated. Extrinsic motivators were only advocated as a means of getting total classroom involvement. Motivation was lowered when parents assumed student academic responsibility and/or placed excessive stress on the student. Motivation was enhanced when parents created an accepting and supportive relationship with their children while placing value on their children's education. (Contains 28 references.) (SM)

ED 442 786 SP 039 317

Amade-Escot, Chantal
How Students Manage the Didactic Contract? Contribution of the Didactic Perspective to Research in Physical Education Classroom.
PUB DATE- 00
NOTE- 7p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Didacticism; Middle School Students; Middle Schools; *Physical Education
IDENTIFIERS- *Didactic Teaching; Ecological Perspective; Following Directions; *Task Engagement

This study investigated how and why students modified instructional tasks, explaining modifications using the concept of didactic contract. The study focused on two theoretical perspectives in physical education (PE) research: didactic and ecological. The didactic paradigm examines relationships among teachers, students, and the content embedded in tasks during academic work. Didactic contract refers to the part of the negotiation process related to academic work. The ecological approach states that the ecology of PE focuses on cooperation

Austin Collaborative for Mathematics Education, 1998-1999 Annual Report.
PUB DATE- 99
NOTE- 78p.; For the 1997-98 report, see ED 428 103.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Educational Improvement; Elementary Education; *Elementary School Students; *Inservice Teacher Education; *Mathematics Education; *Middle School Students; Middle Schools; *Professional Development; Questionnaires
IDENTIFIERS- *Austin Independent School District TX

The Austin Collaborative for Mathematics Education (ACME) is a systemwide initiative to improve mathematics education in all elementary and middle school classrooms in the Austin Independent School District (AISD), Texas. The initiative, funded by the National Science Foundation, provides long-term, high quality professional development to build the instructional capacity of more than 2,000 AISD mathematics teachers. This evaluation describes ACME professional development in its second year of implementation. It focuses on the roles and teamwork of ACME professional development facilitators, teachers' experiences in ACME professional development, effects on teachers' knowledge and skills, and implementation of the ACME. Data were gathered through: (1) questionnaires completed by 237 teachers and 83 principals ; (2) interviews with 10 teachers, as well as administrators and ACME staff; (3) observations of professional development and 50 classroom mathematics lessons; and (4) examination of district documents. A key ACME strength was the way ACME core members work together and their vision of high quality standards-based professional development. ACME professional development provides many opportunities for teachers who engage in its activities actively. Some challenges were identified, mainly in finding ways to improve teachers' participation within the professional development sessions. Appendixes contain the teacher questionnaire, the teacher interview form, the principal questionnaire, the classroom observation guide and protocol, the post-observation interview guide, and other surveys and interview guides. (Contains 12 references.) (SLD)

ED 442 806 TM 031 226

Lewis, Anne
High Stakes Testing: Trends and Issues. Policy Brief.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accountability; Achievement Tests; *Educational Policy; Elementary Secondary Education; *High Stakes Tests; Policy Formation; *Standardized Tests; *Test Use

This brief considers the use of high-stakes testing. Much of the fanfare accompanying "get tough" policies for failing students and schools has tempered as policymakers begin to see the complexity of raising student achievement dramatically in a short period of time. Education assessment systems are improving, but they are not as good as policymakers assume or science teachers flexibility in documenting their learning. Even when subjects selected the same artifact, the meaning could be quite different. (Contains 2 tables and 13 references.) (SLD)

ED 442 827 TM 031 247

Shen, Linjun
Curriculum Type as a Differentiating Factor in Medical Licensing Examinations.
PUB DATE- 00
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum; *Item Bias; *Licensing Examinations (Professions); *Medical Students; *Osteopathy; Test Items

This study assessed the effects of the type of medical curriculum on differential item functioning (DIF) and group differences at the test level in Level 1 of the Comprehensive Osteopathic Medical Licensing Examinations (COMLEX). The study also explored the relationship of the DIF and group differences at the test level. There are generally two types of osteopathic preclinical curriculum: traditional discipline-based and organ system-based. The June 1998 administration of COMLEX was used. This examination involved 800 multiple-choice items and 2,122 students from 17 osteopathic schools. Of these students, 578 studied an organ-system-based curriculum. The study reveals that the directions of the influences of curriculum type were consistent at the test and item levels, but the magnitude of the influences was minimal. At the total examination level, students from the system-based curriculum performed better but with no practical significance. At the item level, the majority of items were immune from the impact of curriculum, while more items of those that had significant DIF favored students in organ-system based curricula. It is concluded that the advantages of students in the system-based curricula on the total examination were due in part to items discriminative against students in the discipline-based curricula. (Contains 2 tables and 11 references.) (SLD)

ED 442 828 TM 031 248

Buckendahl, Chad; Impara, James C.; Giraud, Gerald; Irwin, Patrick M.
The Consequences of Judges Making Advanced Estimates of Impact on a Cut Score.
PUB DATE- 00
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitudes; Certification; *Cutting Scores; Elementary Secondary Education; *Expectation; *Judges; *Scoring; *Teachers
IDENTIFIERS- Standard Setting

School districts and credentialing agencies use information gathered in standard setting studies to establish minimum

Countries; Higher Education; Preservice Teachers; *Student Evaluation of Teacher Performance; Teacher Characteristics; *Teacher Education; *Undergraduate Students
IDENTIFIERS- *National Hualien Teachers College (Taiwan)

The purpose of this study was to investigate the effect of course, class, student, and instructor characteristics on student ratings of instruction. The sample included 437 undergraduate courses with 96 (21.2%) freshman courses, 140 (32.0%) sophomore courses, 119 (27.2%) junior courses, and 82 (18.8%) senior courses at National Hualien Teachers College, Taiwan, in the fall semester of the 1996-1997 academic year. The Student Ratings of Instruction form was used to measure student ratings of faculty performance. The results indicate that student enthusiasm, expected grade, and teacher grading standard are positively correlated with all five evaluation scores. Course difficulty is negatively corrected with all evaluation scores. The high semi-partial correlation coefficients consistently appear in course difficulty, student enthusiasm, and grading standard with all five evaluation scores. None of these 75 correlation coefficients show substantial nonlinearity. The percentages of variance explained by different combinations of background variables are 49.8%, 61.6%, 71.0%, 61.3%, and 66.8% for preparation, coverage, skills, assessment, and overall, respectively. Four of the background variables consistently appearing in the final regression equations are student enthusiasm, course difficulty, grading standard, and expected grade. (Contains 9 tables and 38 references.) (Author/SLD)

ED 442 848 TM 031 268

Williamson, David M.; Hone, Anne S.; Miller, Susan; Bejar, Isaac I.
Classification Trees for Quality Control Processes in Automated Constructed Response Scoring.
PUB DATE- 98
NOTE- 60p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Diego, CA, April 12-16, 1998).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Architects; Automation; *Classification; *Constructed Response; *Quality Control; *Scoring; *Test Scoring Machines
IDENTIFIERS- Monitoring

As the automated scoring of constructed responses reaches operational status, the issue of monitoring the scoring process becomes a primary concern, particularly when the goal is to have automated scoring operate completely unassisted by humans. Using a vignette from the Architectural Registration Examination and data for 326 cases with both human and computer scores available, this study reports on the usefulness of an approach based on classification trees (L. Breiman, J. Friedman, R. Olshen, and C. Stone, 1984) as a means of quality control. Five studies were carried out analyzing different aspects of the "training set" and making efforts to cross-validate the results of the analysis by applying the resulting classification trees to data that had not been used in the development of the tree. The application of classification trees led to valuable insights with implications for operational quality control processes. Furthermore, classification tree methods were shown to be able to select

LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; Broadcast Television; *Educational Testing; *High School Students; High Schools; Legislators; *State Legislation; *Test Use
IDENTIFIERS- *California; *Town Meetings

In 1999, the LegiSchool Project planned to conduct the 12th in its series of televised Town Hall Meetings to provide a forum in which California high school students, educators, and legislators can engage in face-to-face dialogue about problems of mutual interest. For 1999, the topic is standards and tests in California high schools. This guide contains background material, articles, and critical thinking questions to help participants prepare for the meeting. The introduction contains six newspaper articles related to standards and high school testing and poses four critical thinking questions. The second section, "Standards and Accountability," contains two state bills related to testing and six articles from newspapers, with five critical thinking questions. Section 3, "High School Graduation Examination," focuses on California's graduation requirements, with two excerpts from proposed legislation, six newspaper articles, and six critical thinking questions. Section 4 considers social promotion through one state bill, three newspaper articles, and four questions to stimulate critical thinking. Section 5 discusses "New Ways To Meet the Standards" through six newspaper articles and four critical thinking questions. An appendix contains brief descriptions of first extraordinary session bills for 1999-2000. (SLD)

ED 442 870 TM 031 295

Jiang, Mingming; Meskill, Carla
Analyzing Multiple Dimensions of Web-Based Courses: The Development and Piloting of a Coding System.
PUB DATE- 00
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Coding; Course Content; *Data Analysis; Distance Education; Evaluation Methods; Higher Education; *Online Systems; *World Wide Web
IDENTIFIERS- *Online Courses

This study undertook the development and piloting of a coding system for the evaluation of asynchronous Web-based instruction and learning. Processes were guided by four prominent educational perspectives and the extended examination of, and survey data from, 17 archived Web-based courses. These served as the bases for the development and application of the coding system. The study focus was on 4 courses, involving 801 students. Data from the pilot application of the coding system indicate that there are particular features of courses favored by learners. Features such as content richness, instructor's constructive and probing questions and responses, the amount and quality of learner participation in discussions, and links to students' own experiences are integral to those courses

Poverty; Suicide; Tables (Data); Unemployment; Violence; *Well Being
IDENTIFIERS- States (Geopolitical Regions)

This publication presents a broad array of data designed to illuminate the status of America's children and to assess trends in their well-being. By updating the assessment every year, this book provides ongoing benchmarks with which states can see how they have advanced or regressed since 1990. The book focuses on 10 indicators: percent low-birthweight babies; infant mortality rate; child death rate; rate of teen deaths by accident, homicide, and suicide; teen birth rate; percent of teens who are high school dropouts; percent of teens not attending school and not working; percent of children living with parents who do not have full-time, year-round employment; percent of children in poverty; and percent of families with children headed by a single parent. Data are provided for the nation and for each state on demographic change, economic characteristics, child health and education, and child care indicators. Three appendixes present KIDS COUNT standard scores and national rankings, multi-year trend data for KIDS COUNT indicators, and multi-year national composite ranks. The publication also includes definitions and data sources, criteria for selecting KIDS COUNT indicators, and primary contacts for state KIDS COUNT projects. (SM)

ED 442 889 UD 033 630

Kanaiaupuni, Shawn Malia
Child Well-Being and the Intergenerational Effects of Undocumented Immigrant Status. Discussion Paper.
SPONS. AGENCY- Rockefeller Foundation, New York, NY.; Department of Agriculture, Washington, DC.
PUB DATE- 00
NOTE- 41p.; Paper presented at the Annual Meeting of the USDA Economic Research Service Small Grants Program (Washington, DC, October 14-15, 1999). Also funded by The Hewlett Foundation.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- At Risk Persons; *Child Health; *Child Welfare; *Children; *Health Services; Hispanic Americans; Low Income Groups; Poverty; *Undocumented Immigrants
IDENTIFIERS- California; Health Risk Susceptibility; *Health Status; Texas

Immigrant status carries considerable challenges to survival and mobility in U.S. society. As an emerging dimension of social stratification, legal status influences not only immigrants but also their children. Using data collected in Houston and San Diego, this study examines the intergenerational health consequences of undocumented status for child well-being. Results support the argument that children with undocumented immigrant parents suffer higher risks of poverty and poor health than children in legal households, and children in mixed-status households are equally disadvantaged despite having a legal parent. Children in legal households are wealthier and have more food, better living quarters, and better health insurance and health status. Drawbacks to being raised in families with one or more unauthorized residents offer further evidence of a growing policy dilemma about access to health care and the general well-being of children. Addressing these needs carries particular significance for the future of a growing Chicano/a population, among whom research documents an observable health deficit. This deficit, which may also exist

(4) "West Indians at Work"; (5) "Encountering American Race Relations"; (6) "Intergenerational Dynamics"; (7) "Segregated Neighborhoods and Schools"; (8) "Identities of the Second Generation"; and (9) "Immigrants and American Race Relations." An appendix discusses study methodology. (Contains 9 tables, 1 map, and 333 endnotes.) (SLD)

ED 442 910 UD 033 652

Building Successful Partnerships: A Guide for Developing Parent and Family Involvement Programs.

PUB DATE- 00

NOTE- 241p.; Foreword by James P. Comer.

LANGUAGE- English

EDRS Price- MF01/PC10 Plus Postage.

PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Family Programs; *Parent Participation; *Program Development; Program Implementation; *Standards

This guide presents useful research findings and best practice information about developing parent and family involvement programs. The first chapter focuses on reporting research findings on parent involvement and highlights pertinent findings on how parent involvement benefits students, parents, teachers, school quality, and program designs. Chapters 2 through 7 each focus on a specific program standard for establishing quality parent and family involvement programs. These are: (1) communicating; (2) parenting; (3) student learning; (4) volunteering; (5) school decision making and advocacy; and (6) collaborating with the community. Chapter 8 focuses on important issues to consider when developing parent involvement programs, including overcoming barriers and knowing how to reach out to key players. Chapter 9 examines three important activities for program development, and chapter 10 summarizes the main ideas in the guide. Four appendixes contain a National PTA position statement on parent and family involvement, parent and faculty survey responses, forms and worksheets for program implementation, and a list of resources. (Contains 60 references.) (SLD)

ED 442 911 UD 033 653

Adamson, Peter; Micklewright, John; Wright, Anna

A League Table of Child Poverty in Rich Nations. Innocenti Report Card, Issue No. 1.

PUB DATE- 00

NOTE- 33p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Children; *Developed Nations; *Disadvantaged Youth; Economic Development; Foreign Countries; *Low Income Groups; *Poverty; Tables (Data); Urban Youth

IDENTIFIERS- *Organisation for Economic Cooperation Development

The tables of child poverty presented in this document are the most comprehensive estimates of child poverty across the industrialized world. Based on an analysis of the latest data from the Luxembourg Income Study of household surveys, the first figure shows the proportion of children living in poverty in 23 nations of the Organisation for Economic Cooperation and Development. It shows that child poverty rates vary from under identify the format for the data within the system; (8) determine how you will enter or import data into the system; (9) determine your procedures for providing access to the system; (10) plan ways to ensure the integrity of the data in the system; (11) plan procedures for doing standard and ad hoc analysis and reporting; and (12) develop procedures for appropriate reporting of student data. Examples, case studies, and checklists are included. Several print and online resources are listed. (MES)

ED 442 476 JC 000 381

Windham, Patricia
Follow-Up of Graduates Outputs and Outcomes. Data Trend 12.
PUB DATE- 99
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cohort Analysis; *College Graduates; *Community Colleges; *Degrees (Academic); *Educational Status Comparison; *Outcomes of Education; Two Year Colleges
IDENTIFIERS- *Florida

The number of community college degrees and certificates awarded has increased steadily during the time of Performance Based Budgeting in Florida. The vast majority of Community College System awards are one of the following four types: Associate in Arts (AA), Associate in Science (AS), postsecondary vocational certificate (PSVC), and postsecondary adult vocational certificate (PSAV). AA degrees have increased 23.8% from 1993-94 to 1997-98. AS degrees increased by 1.7% during this same time period. Certificates also increased during this time period. PSVC increased by 20.6%, and PSAV increased by 3.9%. The initial quarterly earnings for community college graduates ranged from $6,013 for AA graduates to $7,739 for AS graduates. Seventy-five percent of AA graduates transferred to the State University System. A comparison of initial outcomes for the 1995-96 versus the 1996-97 graduates shows that Florida is employing more and supporting less. There were increases across the board in the percent of graduates found employed in Florida for 1996-97 compared to 1995-96. The percent of students receiving public assistance has declined for all groups. Florida Education & Training Placement Information Program also has been tracking the 1990-91 graduates over the past six years. All groups experienced an increase in their average quarterly earnings. The largest increases were for the highest degrees. Eleven tables are appended, which use data from the Florida Education & Training Placement Information Program. (VWC)

ED 442 477 JC 000 399

Institutional Performance Accountability Report. Board of Trustees Report. Submitted to the Maryland Higher Education Commission.
PUB DATE- 99
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accountability; Community Colleges; *Educational

*Outcomes of Education; Tables (Data); Two Year Colleges
IDENTIFIERS- *Westchester Community College NY

This report, comprised largely of statistical tables, presents Westchester Community College's (WCC) 1998 Fact Book. This report is divided into the following topics: accomplishments, administration, admissions, budget, curriculum, demographics, disabled students, enrollments, EOC, ESL students, faculty, financial aid, full time enrollment students, graduates, minorities, municipalities and legislature districts, non-credit, off-campus sites, physical plant, remedial education, student success rate, transfer, and WCC at a glance. WCC's significant institutional accomplishments for 1998-1999 are divided into two parts. Part 1 looks at significant accomplishments during the past academic year (1997-98), which outlines results for the following items: physical plan, senior personnel additions, program initiatives, fiscal activities, and degree and certificate changes. Part 2 looks at significant accomplishments during the current/next academic year (1998-99), which includes an outline of accomplishments for the physical plant, senior personnel additions, and program initiatives. Program initiatives include: funds set aside to purchase the DARS graduation audit program; settlement of labor contracts for faculty and staff; new Master Plan for physical plant completed; study of feasibility of Yonkers/Down County site completed; Remedial Education Success Committee established; Middle States Periodic Review initiated; Mission Review Initiatives report completed; Outcomes Assessment Review of All Curriculum begun; and Title III Application initiated and almost completed. (VWC)

ED 442 497 JC 000 421

Laanan, Frankie Santos
Two-Year College Students' Degree Aspirations.
PUB DATE- 00
NOTE- 43p.; Paper presented at the Annual Forum of the Association for Institutional Research (40th, Cincinnati, OH, May 21-24, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Aspiration; College Attendance; College Freshmen; *Community Colleges; *Educational Mobility; Higher Education; *Private Colleges; *Public Colleges; Student Characteristics; Transfer Rates (College); *Two Year College Students

This study compares the educational aspirations of college freshmen students in public and private two-year colleges around the nation. Surveying a sample of over 13,000 first-time, full-time students from a national database elicited the following results: about half of students at public and private two year colleges aspired to obtain the baccalaureate degree; 24.7% of students at the public two-year colleges aspired toward the master's degree compared with 27.9% at private two-year colleges; and almost 10% of public and 14% of private two-year college students indicated that they aspire to obtain a doctorate. The study also examined the extent to which academic aspiration is influenced by factors such as background characteristics, high school experiences, and other affective measures. For each of the two groups, being female, father's education, mother's education, and parental income revealed positive associations with high aspirations for students at public and private two-year colleges. Additionally, younger

IDENTIFIERS- *Westchester Community College NY
In fall and winter 1998, a survey was sent to the 162 full-time faculty at Westchester Community College (New York). The survey, which was designed and processed by the Higher Education Research Institute (HERI) at the University of California in Los Angeles, was also conducted on full-time faculty at public two-year colleges throughout the country during the same period. Eighty faculty members returned the survey in usable form giving a response rate of 49.4%. Results of the survey for the WCC faculty and nationwide are reported under nine headings: (1) background characteristics, (2) professional plans and accomplishments, (3) allocation of time, (4) reasons important in pursuing an academic career, (5) teaching practices and goals for student, (6) opinions about WCC, (7) opinions about academe in general, (8) job satisfaction, and (9) stress factors on the job. The most noteworthy aspect of this HERI faculty survey is the marked differences in responses between the sexes on many of the questions. These differences may be partially attributable to age, since a disproportionate number of female faculty are under fifty. Substantial differences exist in outlook, teaching methods, and attitudes about WCC and academe in general between the male and female faculty teaching at WCC. (VWC)

ED 442 517 JC 000 444

Wyoming Community College Commission Student Access Study.
PUB DATE- 99
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; *Community Colleges; *Enrollment Projections; *Enrollment Trends; State Colleges; *Student Characteristics; Two Year Colleges
IDENTIFIERS- *Wyoming Community College System
This study of Wyoming citizen access to community college education explored several factors related to college enrollments over the period 1990-1997: age characteristics of the Wyoming population, age characteristics of credit headcount enrollments in the Wyoming College System, and penetration rates of Wyoming Colleges into Wyoming counties. Also examined are projected student enrollment for 1998-2006: projected changes in population and age demographics in Wyoming and projected enrollments in Wyoming Colleges. The study found that 93% of Wyoming College System credit headcount enrollments were Wyoming residents in 1997. From 1990-97 college system credit enrollments declined 4.7%. The proportion of 17-24 year-olds increased substantially systemwide between 1990-1997. This group is projected to continue growing until the year 2000 and then begin declining (-8% from 2000-2006). The third largest contributor to enrollment in 1997 was the 25-29 year-old group. This group is projected to increase 56% between 1997 and 2006. The document reports findings for each of the seven colleges and primary feeder counties analyses and on regression analysis of college enrollments and unemployment statistics. The inconsistency with which population growth was reflected in the proportion of college system enrollments suggests that factors other than the size of the potential pool of students have substantial impact on enrollments. (VWC)

ED 442 518 JC 000 448

care surveyed 1,000 adults between January 14 and 18, 1998. The findings indicate that: (1) about half of all adults were aware of the president's recent proposal; (2) most of the adults who had heard of the proposal supported it; (3) a quarter of all adults said that they or their partners had used or needed child care in the last 5 years, with half of these parents saying that it was extremely or very difficult to find affordable care, and 44 percent said that it was extremely or very difficult to find high quality care; (4) about half of adults who had sought child care in the last 5 years said that the lack of acceptable child care reduced their ability to do their job as well as they wanted, and 43 percent indicated that the lack of acceptable care prevented them from taking a job; (5) over 80 percent of adults responded positively to a proposal to give tax breaks to employers who offer flexible working hours or encourage telecommuting; and (6) 60 percent believe that it is primarily the families' responsibility to find child care, while 15 percent believe it is the government's responsibility and 23 percent, the employers' responsibility. (Eight tables list questions asked and detail findings.) (KB)

ED 442 537 PS 026 637

Lee, Christine W.; Ohlandt, Stephanie J.; Witte, Ann Dryden
Parents Receiving Subsidized Child Care: Where Do They Work?
SPONS. AGENCY- Department of Health and Human Services, Washington, DC.; National Science Foundation, Washington, DC. Div. of Undergraduate Education.; Carnegie Corp. of New York, NY.; Florida State Dept. of Health and Rehabilitative Services, Tallahassee.
PUB DATE- 96
NOTE- 26p.; Additional funding provided by Wellesley College, Department of Economics.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Day Care; Early Childhood Education; Employed Parents; *Employment Patterns; Family Work Relationship; Labor Market; *Low Income Groups; *Welfare Recipients; Welfare Services
IDENTIFIERS- Florida (Duval County); Florida (Pinellas County); Florida (Tallahassee); *Subsidized Child Care Services; Welfare Reform; *Working Poor

To stimulate two-generational self-sufficiency for low-income families and follow through on welfare reform guidelines on term limits and work requirements, it is necessary to acquire data on the low-income labor market and the low-income child care market, as well as on the interactions of these markets. This study investigated the type of employment available for the working poor in three diverse areas of Florida on the premise that this information can provide an important context for the welfare-to-work transition required by welfare reform. Employment information was downloaded from the Child Care Management System databases of the Child Care Coordinating Agencies in Duval County, Pinellas County, and the Big Bend area in December 1995. Findings indicated that the working poor in the sample received federal, local, and state subsidies to help them pay for child care while they work. Most subjects were employed in retail trade, principally fast-food restaurants and grocery stores. After retail trade, employment patterns varied for each study area, with major employment including health services, business services, and public administration. (Statistics for employment patterns in each

Minister for Family Matters. (EV)

ED 442 556 PS 028 616

Nuijens, Karen; Mrozak, Kate; Zhe, Elizabeth; Chadha, Jagdeep; Tillman, Jamie; Repinski, Daniel; Zook, Joan
Parents' Education and Features of Parent-Adolescent Relationships as Predictors of Adolescents' Academic Performance.
PUB DATE- 00
NOTE- 10p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (Baltimore, MD, March 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Adolescent Attitudes; Adolescent Behavior; *Adolescents; Educational Attainment; Fathers; Mothers; *Parent Child Relationship; Parent Influence; Parents; *Predictor Variables; Secondary Education; Secondary School Students

This study employed self-reports from seventh- and tenth-graders to examine parents' level of education and features of parent-adolescent relationships as predictors of adolescents' academic performance. Features of parent-adolescent relationships were assessed as follows: mothers' and fathers' influence with respect to academic performance, subjective closeness with mothers and with fathers, and positive and negative emotions experienced in relationships with mothers and fathers. Adolescents' academic performance was assessed by grade point average, academic functioning, and academic motivation. Findings showed stronger associations between the predictors and the criteria for participants in the tenth grade. In addition, features of adolescents' relationships with mothers, as compared to those with fathers, were more consistently correlated with tenth-graders' academic performance. Overall, prediction of academic performance for the tenth-grade sample was highly related to affective features of parent-adolescent relationships, and academic functioning was the most consistently predicted criterion. Parents' education was not as strong a predictor as expected. However, mothers' education was found to be a significant, negative predictor of tenth-graders' academic motivation. (Author/EV)

ED 442 557 PS 028 619

Laut, William; Laut, Sheila
Raising Multiple Birth Children: A Parents' Survival Guide. Surviving the First Three Years of Twins & Supertwins.
PUB DATE- 99
NOTE- 249p.; Produced with Kristin Benit.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Development; *Child Rearing; Family Financial Resources; Family Relationship; *Infant Care; *Infants; *Parent Child Relationship; Parent Materials; Parenting Skills; *Parents; Pregnancy; Resources; Sibling Relationship; Travel; *Twins
IDENTIFIERS- Marital Quality; *Multiple Birth Family;

This action research project implemented and evaluated a program to motivate students to learn through multiple intelligences, cooperative learning, and positive discipline. The targeted population consisted of students in kindergarten, fourth grade, and sixth grade at two grade school and one middle school sites. Evidence of lack of motivation among these students was found in teacher observations; student interaction and communication with peers and teachers; teacher assessment of daily work; observation of student projects during whole class, independent, and cooperative learning sessions; and report cards/midterms and other checklists that indicate academic and work habit performance. During the 16-week intervention, the teachers implemented teaching strategies consistent with cooperative learning, multiple intelligences, and positive discipline to create a child-centered, motivating, positive, safe, and trusting environment. During the intervention, students participated in pre- and post-intervention interviews, weekly student inventories, and anecdotal record keeping. Data indicated that the program reduced inappropriate behaviors and increased student motivation. Teacher/researchers' time correcting misbehavior was reduced, leaving more time available for academic instruction and resulting in student academic and personal growth. Twenty-two appendices include student interview forms, lesson plans, and instructional materials. (Contains 33 references.) (HTH)

ED 442 575 PS 028 666

Reason, Jacki
Good To Work for: Employing Staff and Working with Volunteers in Small Groups. Starting Points: A Practical Guide, 28.
PUB DATE- 98
NOTE- 68p.; Funded by the National Lottery Charities Board.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Child Care Occupations; Child Caregivers; Day Care; Early Childhood Education; Employees; Employer Employee Relationship; Employers; *Employment Practices; Foreign Countries; Labor Legislation; *Personnel Management; *Personnel Policy; Quality of Working Life; Volunteers; Work Environment
IDENTIFIERS- Great Britain

Even small groups of child care workers can benefit from clear procedures that help ensure fair treatment and create an atmosphere of security in which staff can concentrate on providing the best possible care for young children. This guide provides child care employers, employees, and volunteers in Great Britain with information about their rights and responsibilities. The guide focuses on small groups and on the need to safeguard children when recruiting the people who work with them. The guide discusses good practice and lists the legal requirements for major aspects of employment that are relevant to small groups, including recruitment, contracts, equality of opportunity, payment, health and safety at work, maternity rights, and disciplinary rules and grievance procedures. The guide also has pages of sample forms and documents, including a contract, pay slip, and interviewing forms, that provide employers with practical resources in the workplace. (EV) patterns, and successes. (TD)

ED 442 593 RC 021 067

Sugrue, Ciaran
Small Rural Schools in Ireland: Problems and Possibilities.
PUB DATE- 96
NOTE- 20p.; Paper presented at the European Conference on Educational Research (Seville, Spain, September 25-28, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120), Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Needs; *Educational Policy; *Educational Practices; *Educational Trends; Elementary Education; *Elementary Schools; Foreign Countries; Preschool Education; Rural Education; *Rural Schools; School Closing; School Size; *Small Schools; Teacher Student Ratio
IDENTIFIERS- *Ireland

This paper provides an overview of practices in small rural elementary schools in Ireland and recent trends related to school size. There are 3,200 "ordinary" elementary schools in the Republic of Ireland serving children aged 4-12 in eight levels: two preschool levels and grades 1-6. System-wide policies with implications for small schools include staffing policies that can result in 57 students in a one-teacher school, the denominational nature of the system and the hegemony of school management by the Catholic church, high teacher-pupil ratios, and the absence of administrative principals in schools with fewer than eight teachers (about 77 percent of all elementary schools). Over half of all Irish elementary schools have fewer than five teachers, but there is no weighted funding to compensate for small size. As the school population has declined since the 1960s, policymakers have actively promoted the closing of small schools. A 1991 international evaluation recognized the benefits of small schools but nevertheless encouraged consolidations aimed at four-teacher schools, a recommendation that would result in the closure of 1,357 schools. Subsequent debate highlighted the general lack of policy in relation to small schools and the ways in which current policies disadvantage small schools further and damage their viability. Research and policy needs of small rural schools are discussed. (Contains 20 references.) (SV)

ED 442 594 RC 021 533

Implementing School-to-Work in Rural Counties: A Statewide Survey Research Study for the Rural Educational Advisory Committee.
SPONS. AGENCY- New York State Rural Education Advisory Committee.
PUB DATE- 97
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Education Work Relationship; Educational Needs; *Educational Practices; Elementary Secondary Education; Financial Support; *Program Implementation; Proximity; *Rural Education; Rural Schools; *School Business Relationship; School Surveys
IDENTIFIERS- Barriers to Implementation; *New York

Epistemological Frame for Narrative Inquiry" (Wendy Donawa); (4) "Human Diversity: Concepts and the Research Direction" (Lily Dyson, Lori McLeod, Leif Rasmussen); (5) "Pen Pals and the Writing Process: A Constructivist Exchange Writing about Writing" (Nancy L. Evans); (6) "Gender as a Moderator of the Relationship between Social Support and Adaptation among Asian International Students" (Janine J. Fernandes); (7) "A Biographical Exploration of School and Community" (Carol Harris); (8) "Teacher-Centered Projects: Confidence, Risk Taking and Flexible Thinking (Mathematics)" (Werner W. Liedtke); (9) "Bursting Bubbles: Who Knows and Who Speaks" (Antoinette Oberg, Pat Rasmussen); (10) "Coparticipation as Mode for Learning To Teach Science" (Wolff-Michael Roth, G. Michael Bowen, Nadely Boyd, Sylvie Boutonne); (11) "A Re-consideration of Spirituality and Education: Re-conceptualizing Spirituality" (Daniel Scott); (12) "Haida Gwaii Field School in Culture and Environmental Education, Queen Charlotte Islands" (Gloria Snively, John Corsiglia); and (13) "Humor and Cultural Perspectives" (Bill Zuk, Robert Dalton). (Contains references in most papers.) (SV)

ED 442 612 RC 022 521

Liedtke, Werner W.
Teacher-Centered Projects: Confidence, Risk Taking and Flexible Thinking (Mathematics).
PUB DATE- 99
NOTE- 8p.; In: Connections '98. Proceedings of a Faculty Conference (4th, Victoria, British Columbia, Canada, May 1998); see RC 022 520.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Action Research; Attitude Change; Classroom Research; Elementary Education; *Elementary School Students; Foreign Countries; Grade 1; Grade 6; *Mathematics Anxiety; Mathematics Instruction; *Problem Solving; *Student Attitudes; Student Behavior
IDENTIFIERS- British Columbia; *Cognitive Flexibility; *Open Ended Questions

The framework of the new British Columbia mathematics curriculum for grades 1-7 includes willingness to take risks and expanded tolerance of ambiguity as goals of mathematics learning. Two projects in Victoria (British Columbia) elementary schools explored ways to promote positive student attitudes toward mathematical tasks and problem solving. During the first several months of school, six first-graders were identified as being reluctant or unwilling to take risks during mathematics instruction. Open-ended tasks with multiple solutions or methods of solution were expected to stimulate curiosity, group discussion, and risk taking. Once or twice a week, several open-ended activities were presented to the six students as a group or in smaller groups. Over time, the teacher noted positive changes in the classroom behavior of four of the students, who became more willing to ask questions and volunteer answers. In a second project, a self-assessment checklist that included statements about mathematics attitudes was completed by students in grades 6-7 at the beginning and end of the school year. During the year, open-ended tasks were included during mathematics instruction whenever possible. At the end of the year, improvements were noted in students' attitudes toward mathematics and problem solving, and students' comments indicated that they enjoyed solving problems in different ways

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Communication; *Discourse Analysis; Environmental Education; Field Trips; Foreign Countries; *Grade 4; Inquiry; Intermediate Grades; *Science Activities; Student Attitudes; *Student Behavior; Teacher Student Relationship
IDENTIFIERS- Spain

This paper reports on a case study that was part of a 3-year longitudinal study about classroom discourse during a learning sequence related to environmental values and concepts. The lesson was planned and enacted by students in a fourth grade classroom during a field study. Whole class and small group classroom conversations and a field trip to a pond were recorded and interpreted in terms of knowledge production and use, goals pursued, and values. The data demonstrate how students are able to propose, evaluate, and justify sophisticated science-related questions and challenge book authority. Implications for science and environmental education are discussed. (WRM)

ED 442 633 SE 063 567

Designing Effective Professional Development: Lessons from the Eisenhower Program. Executive Summary.
SPONS. AGENCY- Department of Education, Washington, DC. Office of the Under Secretary.
PUB DATE- 99
NOTE- 32p.; For full report and technical appendices, see SE 063 568.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Standards; Educational Change; *Faculty Development; *Knowledge Base for Teaching; Mathematics Education; *Program Evaluation; Science Education; *Teacher Education; Teacher Effectiveness
IDENTIFIERS- *Dwight D Eisenhower Math and Science Educ Program

The professional development of teachers is a crucial element of the nation's efforts to improve education. In recent years, these efforts have sought to foster high standards for teaching and learning for all of the nation's children, and almost all states have met federal requirements for developing challenging statewide content standards. However, children's learning will be transformed only if high standards are reflected in teachers' classroom practice. Education reforms will not succeed without teachers who are immersed in the subjects they teach and who know how to foster both basic knowledge and advanced thinking and problem solving among their students. The Eisenhower Professional Development Program, Title II of the Elementary and Secondary Education Act (ESEA), is the federal government's largest investment that is solely focused on developing the knowledge and skills of classroom teachers. This Executive Summary provides a synopsis of the second report of the National Evaluation of the Eisenhower Professional Development Program, Part B (State and Local Activities), a multi-year evaluation being conducted by the American Institutes for Research (AIR) under a contract with the U.S. Department of Education's Planning and Evaluation Service. The first report was based on six exploratory case studies of school districts conducted during the first months of the evaluation. This second report describes the current status of the program, based primarily on data from national probability

Borasi, Raffaella; Siegel, Marjorie
Reading Counts: Expanding the Role of Reading in Mathematics Classrooms.
PUB DATE- 00
NOTE- 228p.; Foreward by David Pimm.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Action Research; *Content Area Reading; Elementary Secondary Education; *Integrated Curriculum; *Mathematics Instruction; Social Influences; Teaching Methods

The primary aim of this book is to integrate reading into school mathematics. A secondary aim is to reintegrate mathematics into society and humanity. This book goes beyond the traditional concern for reading word problems and math textbooks to consider how reading can support inquiry-oriented mathematics instruction. Drawing on findings from a collaborative action research project, three perspectives on reading are presented, each of which highlights a different way that reading can enhance mathematics learning. Detailed narratives of classroom experiences illustrate these perspectives and show the range of texts, strategies, and reading practices teachers used to enrich students' understanding of mathematical concepts and processes, to broaden students' images of mathematics, and to negotiate classroom communities with students. Chapters include: (1) "Frameworks for Rethinking Reading in Mathematics Instruction"; (2) "Research and Instructional Settings"; (3) "The Potential of Reading Rich Mathematical Texts Generatively: A Transactional Perspective"; (4) "Reading Practices in an Inquiry-Oriented Mathematics Classroom: A Social Practice Perspective"; and (5) "The Role of Reading in Mathematics Inquiry Cycles: A Functional Perspective." (Contains 171 references.) (ASK)

ED 442 661 SE 063 778

Weber, Suzanne
Using the Science Misconceptions Research To Address Science Teaching Misconceptions.
PUB DATE- 99
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; Evaluation; Experiential Learning; Higher Education; *Induction; *Learning Processes; Lesson Plans; *Misconceptions; *Preservice Teachers; Problem Solving; Scientific Concepts; *Teaching Methods
IDENTIFIERS- *Conceptual Change; National Science Education Standards

This study describes how the lesson plans of preservice teachers differed from the inductive learning cycle planning model, and relates these differences to persistent naive conceptions about effective science pedagogy held by preservice teachers. Strategies based on the science misconceptions literature that methods instructors can use to encourage the understanding and use of inductive learning cycle instruction by beginning teachers are suggested. The study concludes that preservice teachers majoring in secondary science education like and prefer traditional teaching methods while elementary and middle school preservice teachers find traditional methods boring and ineffective. (Contains 14 references.) (YDS)

Personal Reflection" (Joy DesMarais); (9) "Service Learning and the Making of Small 'd' Democrats" (Cynthia Parsons); (10) "Building Legacies: School Improvement and Youth Activism in an Urban Teacher Education Partnership" (Robert W. Maloy; Abbie Sheehan; Irene S. LaRoche; Richard J. Clark, Jr.); (11) "Empowering Teacher Education Students through Service Learning: A Case Study" (Carol Kinsley); and (12) "Going Beyond Service" (Curtis Ogden). (RJC)

ED 442 684 SO 031 359

Foundation Document for the Development of the Common Curriculum Framework for Social Studies, Kindergarten-Grade 12.
PUB DATE- 99
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Canada Natives; *Cooperative Planning; *Curriculum Development; Elementary Secondary Education; Foreign Countries; French Canadians; Models; Outcomes of Education; *Social Studies; Student Educational Objectives
IDENTIFIERS- *Manitoba

Noting that the Western Canadian Protocol for Collaboration in Basic Education (1993) states that the Ministers of Education in the four western provinces and two territories of Canada agree to collaborate in basic education, this foundation document stresses that this collaboration is unprecedented in Canadian curriculum development. For the first time in western and northern Canadian history, Aboriginal and Francophone representatives have been included as full and equal partners in the development of a common curriculum framework for social studies. The purpose of this foundation document is to provide direction to the developers of the framework. The framework will be composed of a common core of learning outcomes for all students and allow for distinctive outcomes for Aboriginal and Francophone students. The document is divided into the following sections: (1) "Introduction"; (2) "Vision"; (3) "Definition of Social Studies"; (4) "Role of Social Studies"; (5) "Guiding Principles for Writing the Common Curriculum Framework for Social Studies K-12"; (6) "A Model for the Common Curriculum Framework for Social Studies K-12"; (7) "Background: Aboriginal and Francophone Education"; and (8) "Definitions." An Appendix discusses "Social Studies and French Immersion." (BT)

ED 442 685 SO 031 400

McAlonan, Susan; Longo, Pat; Hotchkiss, Heather; Roark, Kelli; Fitzgerald, Joy
Making Standards Work! A Teacher's Guide to Contextual Learning: Integrating Academic Content Standards with Career Development and Workplace Competencies. History.
PUB DATE- 99
NOTE- 113p.; For a related handbook for English, see ED 425 329.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

Science; Presidents of the United States; *Primary Sources; Social Studies; Teaching Guides; *United States History

IDENTIFIERS- *Monroe Doctrine

In this high school U.S. government and U.S. history curriculum unit, students examine in depth the Monroe Doctrine. Detailed activities are provided to teach students about the origins of the Monroe Doctrine and its subsequent impact on U.S. foreign policy. The materials include informational handouts for students, background information for teachers, lesson ideas and outlines, black line masters, rubrics, application to civics and history standards, and primary source documents, including correspondences and diaries of key figures in the development of the Monroe Doctrine. (RJC)

ED 442 707 SO 031 828

Yoon, Jenny Nam

Music in the Classroom: Its Influence on Children's Brain Development, Academic Performance, and Practical Life Skills.

PUB DATE- 00

NOTE- 42p.; M.A. Thesis, Biola University.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Dissertations/Theses - Master Theses (042),Reports - Research/Technical (143)

DESCRIPTORS- *Academic Achievement; Child Development; *Daily Living Skills; Developmental Stages; *Educational Benefits; Elementary Secondary Education; *Individual Development; Literature Reviews; *Music; *Music Education

IDENTIFIERS- Brain Activity; *Brain Development

A growing body of research reveals the beneficial effects of music on education performance. Research indicates that music plays an important role in the brain development of a child. Furthermore, researchers believe that children who have more exposure to music and music training benefit from enhanced brain activity which has been shown to increase students' abilities to perform certain academic tasks. In addition, many practical life skills are acquired through music learning and music training. Music education is believed to deserve the status as an equally significant core subject. A review of the literature demonstrates the benefits of music education, discussing the influence of music on the child's brain development, academic performance, and practical life skills. (Contains 38 references.) (Author/BT)

ED 442 708 SO 031 827

Zola, Jaye; Johnson, Jacquelyn S.

Teaching American Diplomacy Using Primary Sources. The Annexation of the Philippines.

SPONS. AGENCY- Una Chapman Cox Foundation, Corpus Christi, TX.

PUB DATE- 00

NOTE- 72p.; Series edited by Linda Bongiorno. Documents collected and edited by Karen Volkner.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Civics; Constitutional History; Constitutional Law; *Diplomatic History; Foreign Countries; *Foreign Policy; Government (Administrative Body); High Schools; *International Relations; Political Science; Presidents of the United States; *Primary Sources; Social Studies; Teaching Guides; *United States History and proper nouns from the two categories, "People" and "Years." Differences occurred also in the length of passages and content. For example, Japanese textbooks stressed Japan's foreign relations with the United States and China after World War II and anti-nuclear weapons movements, while U.S. textbooks devoted more space to the U.S. role and policies in Japan during U.S. occupation from 1945 to 1951. References to contemporary Japan in Japanese textbooks were much briefer than in U.S. textbooks. Findings gave rise to five general recommendations, four recommendations for Japanese textbooks, and four recommendations for U.S. textbooks. (Contains 6 tables and 65 references.) (BT)

ED 442 726 SO 031 883

Johnson, Andy
Sociophysics Norms in an Innovative Physics Learning Environment.
PUB DATE- 00
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Communication; Classroom Research; Communication Research; *Concept Formation; Elementary Education; Higher Education; Instructional Innovation; *Interpersonal Relationship; *Physics; Social Studies; Teacher Education
IDENTIFIERS- Learning Environment

Successful course reforms rely on the development of courses that support productive patterns of classroom interaction. Particularly in the case of inquiry-based classes, the ways that students talk to each other and how they interpret the instructor's actions can make great differences in their learning. This paper describes results of research on patterns of social interactions in a college physics course for prospective elementary teachers. Students in this course developed physics concepts for themselves with support from particular pedagogical structures, collaborative group work, and special computer software. Data consisted of videotapes of class work, interviews, and collections of students' work. The paper extends Yackel and Cobb's "sociomathematical" norms (1996) to the fields of physics, and introduces two "sociophysics norms" that emerged in the course. These were class criteria for accepting evidence and the obligation for each group to have a scientific model of magnetic materials that they could support with acceptable evidence. Implications of this study are that classroom norms seem to be influenced by the instructor, by pedagogical structures, and by students' actions, and that the development of norms seems to be part of the process of developing understanding. (Contains 4 figures and 11 references.) (Author/BT)

ED 442 727 SO 031 885

Amoo-Adare, Epifania
Making Sense of Women of African Descent's Place in the Politics of (Urban) Space through the Vehicle of Popular Education.
PUB DATE- 00
NOTE- 41p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

3 years of on-the-job training to become a fully functioning urban teacher, and that professional growth must be ongoing. They are prepared to: (1) remain in teaching; (2) integrate computers into teaching; (3) work with parents; (4) motivate students; (5) de-escalate school violence; (6) integrate several subject matters into problem-solving units; (7) offer social justice curriculum; and (8) work as teams. This paper discusses the nature of urban settings, urban teaching, urban curricula, and learning in urban schools, explaining how MTEC teachers are prepared for each. (SM)

ED 442 746 SP 039 269

A Strategic Action Plan for Building Oklahoma's Future. Enacting the NCTAF Recommendations.
PUB DATE- 99
NOTE- 61p.; For related document on teaching in Oklahoma, see SP 039 270.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Standards; Accreditation (Institutions); Administrators; *Educational Quality; Elementary Secondary Education; Faculty Development; Higher Education; Knowledge Base for Teaching; National Standards; Preservice Teacher Education; Professional Development Schools; *State Standards; Teacher Certification; *Teacher Competencies; Teacher Qualifications; Teacher Recruitment
IDENTIFIERS- Oklahoma

This booklet presents a plan for improving Oklahoma's K-12 education. Section 1, "Getting Serious about Standards for Both Students and Teachers," includes: developing high quality student standards linked to high quality teacher standards; establishing state professional standards boards; professionally accrediting all schools of education; closing inadequate schools of education; licensing teachers based on demonstrated performance; and using National Board standards. Section 2, "Reinvent Teacher Preparation and Professional Development," discusses: organizing professional education and development around student and teacher standards; instituting extended teacher preparation programs; creating and funding mentoring programs for beginning teachers; and creating stable, high quality sources of professional development. Section 3, "Overhaul Teacher Recruitment and Put Qualified Teachers in Every Classroom," discusses: helping financially disadvantaged districts pay for qualified teachers; aggressively recruiting high need teachers; redesigning district hiring; and eliminating barriers to mobility. Section 4, "Encourage and Reward Knowledge and Skills," discusses: developing a career continuum linked to assessments and compensation that rewards competencies; removing incompetent teachers via peer systems; and setting goals/enacting incentives for National Board certification. Section 5, "Create Schools that are Organized for Student and Teacher Success," discusses: flattening hierarchies and reallocating resources; providing venture capital in the form of challenge grants; and selecting, preparing, and retaining appropriate principals. (SM)

ED 442 747 SP 039 270

The Status of Teaching and Learning in Oklahoma. Enacting the NCTAF Recommendations.
PUB DATE- 99
NOTE- 113p.; A separately published 16-page summary is appended.

mentor role reconceptualization; (2) triad journaling led to heightened communication and reflection; (3) triad journals nurtured a problem posing culture; and (4) members of the triad described a "professional energy" created by the shared professional space. (Contains 16 references.) (Author/SM)

ED 442 766   SP 039 292

Silva, Diane Yendol
Mentor Teachers' Ways of Being and Knowing in a Professional Development School.
PUB DATE- 00
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; College School Cooperation; Collegiality; Decision Making; Elementary Education; Elementary School Teachers; Higher Education; *Inquiry; Internship Programs; *Mentors; *Professional Development Schools; Student Teachers; Teacher Role
IDENTIFIERS- Teacher Knowledge
Since a large gap exists between the rhetoric of reform-minded teacher education and what actually transpires in student teachers' field experiences, this study sought to fill a gap in current scholarship which has yet to document how mentor teachers, conceptualized as school-based teacher educators, shape and conduct their work with student teachers assuming the role of full-year undergraduate interns. The purpose of this study was to explore mentor teachers' ways of being and knowing as they work with interns in a newly created, inquiry-oriented professional development school. This investigation uses case study methodology informed by both ethnographic and phenomenological perspectives. Using these lenses and data collected over an 18-month period, the stories of two mentor teachers are captured and analyzed. Three themes emerged within each case that characterized the unique work of each site-based teacher educator: teaching interns as teaching children, mentoring as decision making, and creating spaces as pedagogical tools. The three themes that shape the work of the first mentor offer insight into an artistic approach to mentoring. The three themes of the second case suggest an inquiry-oriented approach to mentoring. (Contains 40 references.) (Author/SM)

ED 442 767   SP 039 293

Silva, Diane Yendol
Teachers' Work and Ethos: An Ethnographic Case Study of the Work Lives of Teachers in an Inquiry-Oriented Professional Development School.
PUB DATE- 00
NOTE- 44p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; College School Cooperation; *Cooperating Teachers; Elementary Education; Elementary School

rather than academic work. Teachers maintain cooperation by reducing demands in the instructional system. This study investigated how students' relationship to the content taught determined the modification of the task, influenced their work, and affected academic achievement. Data were collected during a middle school volleyball unit via field notes, teacher interviews, and videotaped lessons. Usually, students modified the stated task. Continual, inevitable changes in the content taught were observed when it was brought into play in the instructional system. This is congruent with the ecological perspective. Students stretched the didactic contract to test their capabilities in successfully completing the task. This caused a breach in the didactic contract. Such breaches were due to the teaching-learning process itself rather than poor accountability. (Contains 13 references.) (SM)

ED 442 787 SP 039 318

Review of Gender Equity in Interscholastic Athletic Opportunities in Minnesota's Secondary Schools.
PUB DATE- 98
NOTE- 78p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Athletes; *Athletics; Educational Legislation; *Equal Education; *Females; High School Students; High Schools; *Sex Discrimination; *Sex Fairness
IDENTIFIERS- *Minnesota; Title IX Education Amendments 1972

This report presents data on gender equity in Minnesota secondary schools' interscholastic athletics, noting changes following the Education Amendments of 1972 (Title IX). Previous studies found that most schools did not survey their students' athletic interests, and girls' participation in athletics varied by school. This report used data collected through requests to Minnesota schools under the Minnesota Government Data Practices Act. Data were collected on girls' participation and the use of student interest surveys. Results indicated that many schools had made significant progress toward gender equity in athletics. Where opportunities existed, girls were participating in athletics, and their participation was growing. However, participation of boys and girls was not substantially proportionate in all schools. State-level participation data were incomplete, incorrect, and underutilized. Most schools were not regularly surveying students' sports interests, and many athletic directors viewed interest surveys as a burden. The six appendixes, which comprise the bulk of this document, are: "Alphabetical Listing of Schools (Cross Reference)"; "Raw Participation Data, 1995-1996"; "Participation Data 1995-1996 Proportionality Analysis"; "Letter to Title IX Coordinators from Office of the Attorney General (Data Practices Request)"; "Interest Survey Data"; and "Analysis of Interest Survey Data." (SM)

ED 442 788 SP 039 319

Parsons, Beverly
Dynamics of the Education System Affecting Professional Development. From the Evaluation of the National Foundation for the Improvement of Education's "A Change of Course" Initiative.
PUB DATE- 99
NOTE- 19p.; Paper presented at the Annual Meeting of the National Staff Development Council (Dallas, TX, December 4-8, 1999).

as students deserve. Even the most severe critics of high-stakes testing acknowledge that assessments are necessary for accountability and diagnostic purposes, but relying on a single test for decisions about systems and individual students is fraught with difficulties. Using multiple measures could encourage schools to focus less on a single measure and more on improving achievement generally. In considering the issue of high-stakes tests, it is necessary to assure that the tests are psychometrically and technically sound and to determine the impact on teacher and student behavior. It is also necessary to ensure that the tests will pass legal review and that tests really contribute to accountability. (Contains 16 references.) (SLD)

ED 442 807 TM 031 227

Goodwin, Bryan
Raising the Achievement of Low-Performing Students. Policy Brief.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Academic Achievement; Academic Failure; *Achievement Gains; *Curriculum; Disadvantaged Youth; *Educational Policy; Instructional Effectiveness; *Low Achievement; Minority Groups; Policy Formation

This brief synthesizes seven papers commissioned for a series of meetings convened by Mid-Continent Research for Education and Learning to discuss raising the achievement of low-performing students. The purpose of the brief is to identify some causes of the low performance of marginalized students, and then offer research-based solutions for what district and state policymakers can do to help teachers improve the academic achievement of these students. Reasons for low achievement are grouped into six main areas: (1) weak or inappropriate curricula; (2) ineffective instruction; (3) disengaging classroom discourse; (4) poor student self-concept; (5) unsuccessful adjustment to school culture; and (6) prejudice. Among the ways to improve student achievement are: provide all students with rigorous curricula; help teachers improve instruction; provide support to students; create smaller classes and school units; increase parent involvement; identify and fix the ways low performance is manufactured; and establish strong, yet fair, accountability. (Contains 26 references.) (SLD)

ED 442 808 TM 031 228

Bourque, Mary Lyn
Setting Student Performance Standards: The Role of Achievement Level Descriptions in the Standard Setting Process.
PUB DATE- 00
NOTE- 26p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New Orleans, LA, April 25-27, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

passing scores (MPS) for a variety of purposes. These scores may be used to make decisions ranging from subject remediation to licensure. Multiple standard setting methods may be used to provide a range of scores to the policy-making entity. The independence of these methods is important to the validity of the score recommendations. This paper examines the potential for introducing bias into the standard setting process by asking panelists for their expectations of impact prior to their making item performance estimates as might be done if using methods recommended by G. Dillon (1996) or Angoff (W. Angoff) "corrections" as recommended by D. de Gruiter (1985) or W. Hofstee (1983). Mixed results were found from five standard setting applications conducted in a variety of arenas. Three studies were conducted in school districts where teachers served as panelists, and two studies were conducted in the context of certification examinations so that the tests ranged from low-stakes to very high-stakes. A total of 70 panelists participated in all 5 studies. (Contains 10 references.) (SLD)

ED 442 829   TM 031 249

Buckendahl, Chad W.; Plake, Barbara S.; Impara, James C.; Irwin, Patrick M.
Alignment of Standardized Achievement Tests To State Content Standards: A Comparison of Publishers' and Teachers' Perspectives.
PUB DATE- 00
NOTE- 19p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Achievement Tests; Elementary Secondary Education; Norm Referenced Tests; *Standardized Tests; State Programs; *State Standards; *Teachers; Test Content; *Test Use; Testing Programs
IDENTIFIERS- Curriculum Alignment; Test Publishers

Test publishers have promoted their commercially available, norm-referenced achievement tests as viable solutions to assessment challenges faced by states. They argue that their tests are developed professionally, and, therefore, possess sound psychometric properties not often found in state-specific efforts. This study compared judgments from two sources, test publishers from two companies and teachers, on the alignment of test items from two commercially available norm-referenced achievement tests in a Midwestern state's content standards at three grade levels in reading/writing and mathematics. Teacher panels consisted of 10 teachers for each of language and mathematics panels at grade 8 and high school levels and 20 teachers for each panel for grade 4. Analyses in this study focus on the level of agreement between the state's teachers' perceptions of how well the tests aligned to the standards and the alignment reported by the two test publishers. Results indicate that there may be some inconsistency between teachers' and publishers' perceptions. (Author/SLD)

ED 442 830   TM 031 250

Kelkar, Vinaya; Wightman, Linda F.; Luecht, Richard M.
Evaluation of the IRT Parameter Invariance Property for the MCAT.
PUB DATE- 00
NOTE- 66p.; Paper presented at the Annual Meeting of the National

cases for future quality control processes accurately and efficiently, thereby suggesting that future quality control selection procedures may be completely automated. However, further analyses are needed to establish whether classification trees can be relied on to identify cases that are the most likely to require some adjustment without incurring the potentially costly error of ignoring solutions that are likely to require adjustment. (Contains 10 tables, 7 figures, and 13 references.) (Author/SLD)

ED 442 849   TM 031 269

Nokelainen, Petri; Ruohotie, Pekka
Modern Modeling of Student Motivation and Self-Regulated Learning.
PUB DATE- 00
NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bayesian Statistics; Data Collection; *Employees; Foreign Countries; Models; *Multivariate Analysis; Selection; *Student Motivation
IDENTIFIERS- Finland; *Linear Models; *Self Regulated Learning; Variables

This examination of data selection preceding multivariate analysis compares results grained with "gentle" and "draconian" variable elimination. To acquire comparable results, two stages of statistical exploration into an integrated model of motivation, learning strategies, and quality of teaching were used. The goal of the paper was to select variables that were as powerful as possible and to use them to produce a new factor model, applying both standard linear (Statistical Package for the Social Sciences SPSS) and Bayesian (BAYDA) statistical software. The second stage of the research, planned for the future, will involve efforts to produce sensible path models related to the theory. The study of motivation, learning strategies, and teaching used research in a Finnish telecommunications company in which 156 respondents answered a questionnaire with 135 items. The statistical analyses used for variable selection are described. Research results indicate that both teaching style and subject material can influence study motivation and the use of learning strategies. Learning material can be described with respect to the degree that broad theoretical perspectives are developed, and the personal meaningfulness of the subject material or the drawing of logical conclusions from detailed evidence is emphasized. The new statistical methods described, especially the nonlinear approaches based on Bayesian networks, enable the application of statistical analysis to the study of student motivation and self-regulated learning. The SPSS syntax is attached. (Contains 19 tables, 6 figures, and 87 references.) (SLD)

ED 442 850   TM 031 270

Nokelainen, Petri; Ruohotie, Pekka; Tirri, Henry
Professional Growth Determinants--Comparing Bayesian and Linear Approaches to Classification.
PUB DATE- 99
NOTE- 30p.
LANGUAGE- English

students deem supportive of their learning and environment. An appendix contains the survey questions. (Contains 5 tables and 25 references.) (Author/SLD)

ED 442 871 TM 031 297

Lee, Jaekyung
Using National and State Assessments To Inform the Performance of Education Systems.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 00
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Comparative Analysis; Educational Change; Elementary Secondary Education; National Competency Tests; *Performance Factors; *State Programs; Tables (Data); *Test Results; *Testing Programs
IDENTIFIERS- *National Assessment of Educational Progress

This study considered two questions about the use of national and state assessment databases: (1) Do state and national assessments provide the same information on the performance of an educational system? and (2) What are the factors that might affect the discrepancies between national and state assessment results? Kentucky and Maine were chosen for a case study. Four categories in the assessments of these states were compared with the same four categories of the National Assessment of Educational Progress (NAEP). While there were close similarities between the corresponding categories, it was risky to make direct comparisons without understanding how the NAEP and state assessments defined performance standards and how each state arrived at its own proficiency category labels. The percentage of students performing at or above high proficiency levels in the Maine and Kentucky assessments were not substantially different from the national assessment results. However, results were not entirely consistent across grades and years, a finding attributed to the fact that the definitions of performance standards and the methods of standard setting were different. The sizes of achievement gains from the state's own computations were greater than counterpart gains from the NAEP, something attributed to the high-stakes nature of the state assessments. These findings suggest that policymakers and educators need to become more aware of the uses and limitations of current national and state assessments as education information databases. (Contains 2 figures, 13 tables, and 12 references.) (SLD)

ED 442 872 TM 031 298

Onwuegbuzie, Anthony J.
I'll Begin My Statistics Assignment Tomorrow: The Relationship between Statistics Anxiety and Academic Procrastination.
PUB DATE- 00
NOTE- 41p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

among other Latino groups experiencing high rates of undocumented migration and uncertain legal status outcomes, contributes to existing health disparities and racial and ethnic inequality in the United States. (Contains 62 references.) (Author/SM)

ED 442 890 UD 033 631

Educational Attainment and Success in the New Economy: An Analysis of Challenges for Improving Hispanic Students' Achievement.
PUB DATE- 00
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Educational Attainment; Elementary Secondary Education; Employment Patterns; Equal Opportunities (Jobs); *Hispanic Americans; Information Technology; Population Trends; Salary Wage Differentials

This report examines education and the economic rewards to education among Hispanic Americans, documenting the gap in educational outcomes for Hispanics relative to non-Hispanic Whites. It also provides evidence about the increasing importance of education to economic success among Hispanics in the new economy, highlighting the high-paying sector of information technology (IT). Significant findings include: the Hispanic population is a rapidly growing, increasingly important segment of the U.S. population; despite tangible evidence of improvements for some groups, there are lags in the educational attainment of Hispanics; the economic rewards of education are on the rise; the relatively low levels of Hispanic earnings are explained largely by lower levels of educational attainment (earnings premiums associated with higher education are much the same for Hispanics as for non-Hispanics); and Hispanics are greatly under-represented in the high-paying IT sector, but in general those in IT occupations are successful. The IT case study illustrates that the consequences of underachievement in education are two-fold: students' future prosperity is harmed, and the economy at large will have fewer individuals prepared to contribute in new economy occupations. An appendix presents descriptions of IT occupations studied in this report. (SM)

ED 442 891 UD 033 632

Olsen, Darcy
12-Hour School Days? Why Governments Should Leave Afterschool Arrangements to Parents. Policy Analysis.
PUB DATE- 00
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *After School Programs; Elementary Secondary Education; *Extended School Day; Financial Support; *Government School Relationship; Parent Responsibility; School Age Day Care; School Role

The move to lengthen school days with afterschool programs has support from Democrats and Republicans. Supporters of afterschool programs include child care professionals who believe young children need more supervision, educators who

3% to more than 25% in the world's economically advanced nations. One in six of the rich world's children is living in poverty. In the league table of relative child poverty, the bottom four places are occupied by the United Kingdom, Italy, the United States, and Mexico. In the table of absolute child poverty, the bottom places are occupied by Spain, the Czech Republic, Hungary, and Poland. A child's chance of living in poverty is, on average, four times greater in single-parent families. The countries with the lowest child poverty rates allocate the highest proportions of the gross national product. This analysis seeks to bring together recent data from across the industrialized world in order to explore what can be learned about the causes of child poverty and the policies most likely to reduce it. (SM)

ED 442 912 UD 033 654

Desimone, Laura
The Role of Teachers in Urban School Reform. ERIC/CUE Digest Number 154.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 4p.; Based on a monograph, "Making Comprehensive School Reform Work," by Laura Desimone, published by the ERIC Clearinghouse on Urban Education ($12).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Decision Making; *Educational Change; Elementary Secondary Education; Integrated Services; Teacher Characteristics; *Teacher Role; Urban Schools; *Urban Teaching
IDENTIFIERS- ERIC Digests; *Reform Efforts

This digest, based on an extensive review of research on comprehensive school reform, presents a brief overview of the role of teachers in comprehensive schoolwide reform (CSR). CSR is most successful when schools have decision-making autonomy in administration and instruction. Teachers also prefer models that fit with the school's overall environment, staffing, and student population, and those that mesh with reforms already in progress. Teachers play a vital role in CSR implementation. Providing them with adequate resources for implementation and time for planning promotes their support. Some CSR models are very prescriptive, and provide curricula and assessments, while other models rely more on the school to develop materials that support the philosophy of the reform. Among the factors that facilitate implementation of reform efforts by teachers include provision by the designers of a structured curriculum, concrete examples of instructional practices reflecting the reform, and specific, practical mechanisms for achieving the higher standards established as a goal. (Contains 14 references.) (SLD)

ED 442 913 UD 033 655

Schwartz, Wendy, Ed.
New Trends in Language Education for Hispanic Students. ERIC/CUE Digest Number 155.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 4p.
LANGUAGE- English